



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

on the results of the work of the external expert panel
for the assessment in accordance with the requirements of international
accreditation standards for foreign medical educational organization
(based on WFME/AMSE standards)
of the Smolensk State Medical University
(Russian Federation, Smolensk)
from November 16 to November 18, 2021

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External Expert Panel

*Addressed to
the Accreditation Council
of the IAAR*



REPORT

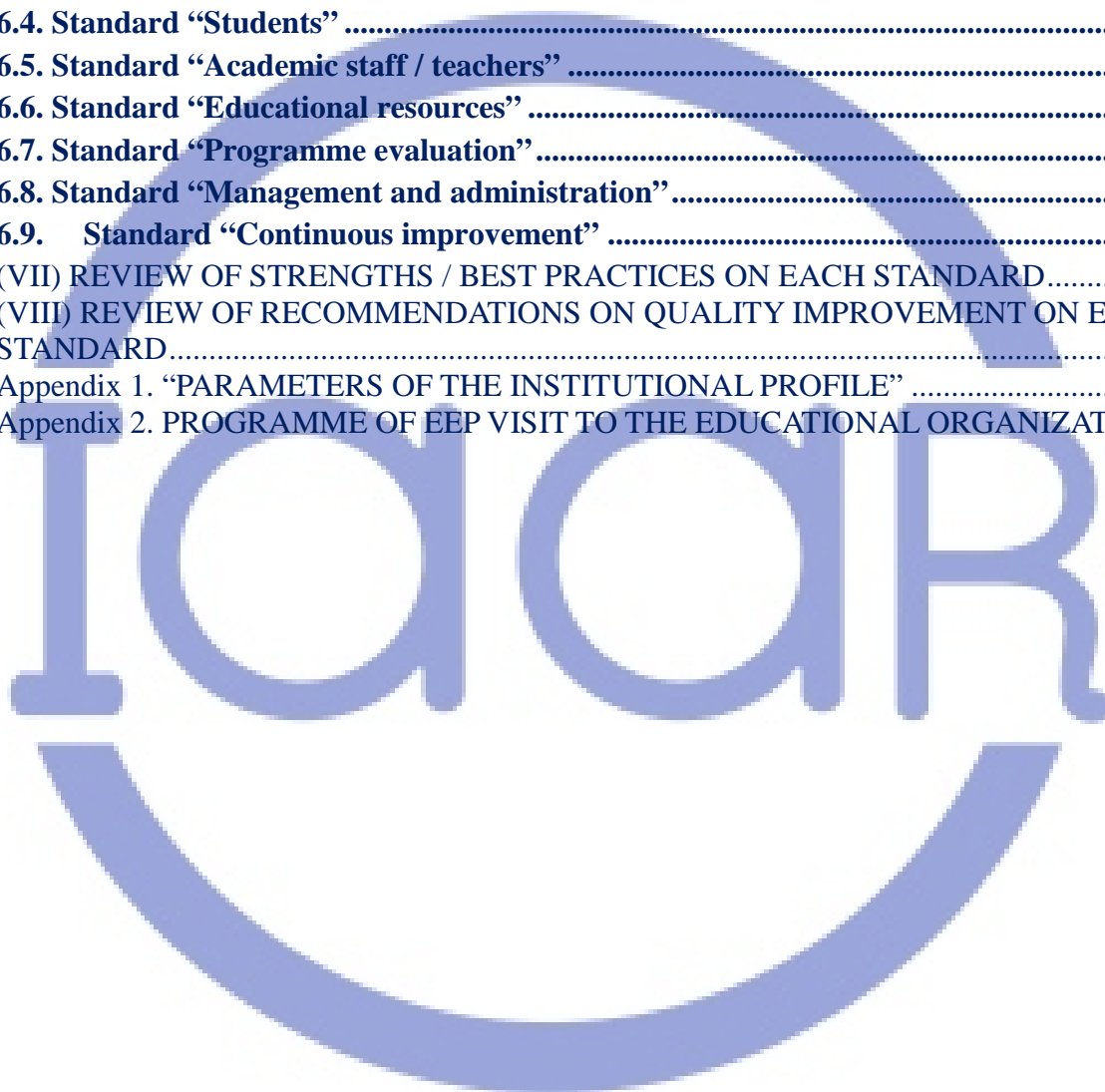
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Smolensk

November 18, 2021

CONTENT

(I) TERMS AND ABBREVIATIONS3
 (II) INTRODUCTION.....4
 (III) REPRESENTATION OF THE EDUCATIONAL ORGANIZATION5
 (IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE.....6
 (V) DESCRIPTION OF THE EEP VISIT6
 (VI) CONFORMITY TO THE STANDARDS OF INSTITUTIONAL ACCREDITATION.....10
6.1. Standard “Mission and outcomes”10
6.2. Standard “Academic programme”12
6.3. Standard “Students assessment”16
6.4. Standard “Students”18
6.5. Standard “Academic staff / teachers”20
6.6. Standard “Educational resources”23
6.7. Standard “Programme evaluation”26
6.8. Standard “Management and administration”29
6.9. Standard “Continuous improvement”32
 (VII) REVIEW OF STRENGTHS / BEST PRACTICES ON EACH STANDARD.....37
 (VIII) REVIEW OF RECOMMENDATIONS ON QUALITY IMPROVEMENT ON EACH
 STANDARD.....40
 Appendix 1. “PARAMETERS OF THE INSTITUTIONAL PROFILE”41
 Appendix 2. PROGRAMME OF EEP VISIT TO THE EDUCATIONAL ORGANIZATION55



(I) TERMS AND ABBREVIATIONS

AC	— academic curriculum
AF	— assessment fund
AMMA	— Academic and Methodological Management Administration
AP	— academic programme
AS	— Academic staff
CDC	— Central Didactic Council
CMC	— Cyclic Methodological Committees
CME	— continuing medical education
CPE	— continuing professional education
DB	— database
DLT	— distant learning technology
EIEE	— Electronic information educational environment
ELIHE	— Electronic library of Institution of Higher Education
ELS	— Electronic library system
EML	— Electronic medical library
FPGS	— faculty of postgraduate study
FAS	— faculty and academic staff
FIP	— Federal Innovation-based Platform
FSES HE	— Federal State Educational Standard for higher education
FTIP	— Federal Targeted Investment Programme
HE	— higher education
IAEQ	— Independent Assessment of Education Quality
ISEQA	— Internal System for Education Quality Assessment
HLS	— healthy lifestyle
IAC	— Institute of Antimicrobial Chemotherapy
LR	— local regulations
MASC	— Multi-profile Accreditation and Simulation Center
MCC	— Medical Consultative Center
MOH RF	— Ministry of Healthcare of the Russian Federation
MOSHE RF	— Ministry of Science and Higher Education of the Russian Federation
MPAP, MPAP HE	— major professional academic programme of higher education
PGS	— postgraduate study
PRS	— point rating system
PSRDL	— Problem-Specific Research and Development Laboratory
PUTC	— Pre-University Training Center
RA	— research activity
RDC	— Research and Development Center
RFBR	— Russian Foundation for Basic Research
RRCI	— Russian Research Citation Index
SFE	— State Final Examination
SL	— self-learning
SSMU, University	— Federal State Budgetary Educational Institution of Higher Education “Smolensk State Medical University” of the Ministry of Healthcare of the Russian Federation
SSYS	— scientific society of young scholars
SPW	— scientific and pedagogical workers
UDB	— universal database
USE	— Unified State Exam

(II) INTRODUCTION

In accordance with the order of the General Director of IAAR No. 136-21 OD dated 10/05/2021, an External Expert Panel (EEP) visited the Federal State Budgetary Educational Institution of Higher Education “Smolensk State Medical University” of the Ministry of Healthcare of the Russian Federation since November 16 to 18, 2021. The assessment in accordance with the requirements of international accreditation standards for foreign medical educational organization (based on WFME/AMSE standards) of the Smolensk State Medical University was carried out.

External Expert Panel members:

1. **IAAR Chair** – Igor Valerievich Chemortan, Doctor of Biological Sciences, State University of Medicine and Pharmacy named after Nicolae Testemitanu (Republic of Moldova, Kishinev);
2. **IAAR External expert** – Elena Leonidovna Stepkina, Ph.D., Kazakhstan Medical University “Higher School of Public Health” (Republic of Kazakhstan, Almaty);;
3. **IAAR National expert** – Natalia Viktorovna Drobotya, Doctor of Medical Sciences, Professor, Rostov State Medical University, (Russian Federation, Rostov-on-Don);
4. **IAAR Employer** – Polina Vladimirovna Shits, LLC "Medicina Plus" (Russian Federation, Smolensk);
5. **IAAR Student** – Darya Vladimirovna Ploskaya, Faculty of Psychology and Pedagogics, Smolensk State University (Russian Federation, Smolensk);
6. **IAAR Coordinator** – Alisa Satbekovna Dzhakenova, Head of Medical Projects of the IAAR (Republic of Kazakhstan, Nur-Sultan).

The EEP report contains an assessment of compliance with the requirements of the international accreditation standards for foreign medical education organizations (based on WFME / AMSE standards) according to the IAAR criteria, EEP recommendations for further improvement and parameters of the SSMU institutional profile.

(III) REPRESENTATION OF THE EDUCATIONAL ORGANIZATION

Federal State Budgetary Educational Institution of Higher Education “Smolensk State Medical University” of the Ministry of Healthcare of the Russian Federation carries out its activities in accordance with the Constitution of the Russian Federation; federal laws, decrees and orders of the President of the Russian Federation; resolutions and orders of the Government of the Russian Federation; regulatory legal acts of the federal executive authority that performs functions for the development of state policy and regulatory regulation; regulatory documents of the Ministry of Healthcare of the Russian Federation, the Charter of the SSMU, as well as in accordance with regulatory documents adopted and approved in the Russian Federation for the implementation of state policy in the respect of ensuring the health of the nation, the development of training and science, education of youth in the spirit of humanism and patriotism. The powers and authority of the founder are executed by the Ministry of Healthcare of the Russian Federation.

The University was founded as the Medical Faculty of Smolensk State University (SSU) by the decision of the State Scientific Council of the People’s Commissariat of Public Health of the RSFSR on April 04, 1920. On April 18, 1930, by order of the People’s Commissariat of Education No. 231, the medical faculty of SSU was transformed into the Smolensk State Medical Institute (SSMI). By Order No. 586 dated June 15, 1994 of the State Committee of the Russian Federation for Higher Education, the Smolensk State Medical Institute was transformed into the Smolensk State Medical Academy (SSMA). By Order of the Ministry of Healthcare of the Russian Federation No. 56 dated February 16, 2015, the Smolensk State Medical Academy was transformed into the Smolensk State Medical University (SSMU).

The university has passed state accreditation, which is valid until March 18, 2026. SSMU received a License to carry out educational activities No. 2384 dated September 14, 2016, series 90L01 No. 0009447, which is granted indefinitely on the basis of the Decree of the Federal Education and Science Supervision Service dated September 14, 2016 No. 2449-06.

Currently, the university implements multi-level training of specialists in the field of medicine. Training is carried out in Russian and English.

The total number of students enrolled in academic programmes of specialty, residency, postgraduate studies as of September 30, 2021 was 6007 students, including: higher education, specialty level, in-person – 5482 students, higher education, the level of highly qualified personnel training (residency) – 491 student, higher education, the level of highly qualified personnel training (postgraduate studies) – 24 full-time (in-person training) postgraduate students, 10 – part-time (extramural training). The educational activity of the SSMU makes it possible to train qualified personnel for healthcare who are ready for professional activities in various fields of medical practice, administrative medicine and scientific research in medicine. Graduates and students are ready to perform professional medical and nursing work, activities in the field of medical diagnostics, rehabilitation, administration and teaching activities in the field of healthcare.

SSMU has significant educational, methodological, research and human resources potential. SSMU executes educational activities in 6 specialty programmes, 37 residency programmes, and 4 postgraduate programmes. The total number of FAS is 530 people. Of the total number of FAS, 455 (85.8%) are the main employees, of which: deans – 8, heads of departments – 61, professors – 15, associate professors – 212, teachers/senior teachers – 55/25, assistants – 155. The academic degree of Doctor of Philosophy has 271 employees, doctor habilitatus – 76. In general, the University’s FAS has remained relatively stable in the range of 66-70% over the past 5 years. More than 50% of FAS have experience of scientific, pedagogical and/or clinical work of 15 years and above. 137 teachers teach classes in English.

Accounting of the publication activity of scientific and pedagogical workers (SPW) is conducted both by the University itself and in eLIBRARY. Every year, the University’s FAS publishes at least 20 monographs, manuals, reference books.

The material and technical base of SSMU provides the educational process and creates the necessary social and living conditions for students and teaching staff. The University has buildings

and premises with an area of 121,699 m², of which 67,828 m² in operational management and 53871 m² in gratuitous use. The material and technical equipment of the SSMU classroom fund fully complies with the requirements of the Federal State Educational Standard. The university has a well-equipped multi-profile accreditation and simulation center, as well as its branch. The university has a scientific library equipped with printed and electronic literature.

In the field of medical education, science and practice, the partners of the university are medical universities and research centers from different countries: Akkon University, Germany; German-Russian Forum named after R. Koch and I.I. Mechnikov, Germany; Abkhaz State University; Abkhaz Research Institute of Experimental Medicine; Chisinau State Medical University, Moldova; Warsaw Medical University (Medical University of Warsaw), Poland; University of Science and Humanities in Siedlce, Poland; Faculty of Medicine of the University in Kragujevac, Serbia; Vitebsk State Medical University, Belarus; Kharkov State Medical University, Ukraine; Belarusian State Medical University, Minsk, Belarus; Karaganda State Medical University, Kazakhstan; Samarkand Medical Institute, Uzbekistan.

SSMU was included in the list of 106 participants of the Priority-2030 programme, of which only 10 universities are in the department of the Ministry of Healthcare of the Russian Federation. SSMU has become the only university in the Smolensk region that meets the selection requirements and is included in this programme.

Currently, the Medical University is headed by Roman Sergeevich Kozlov, post-doctoral degree in medicine, Professor, Corresponding Member of Russian Academy of Sciences, Honored Scientist of the Russian Federation.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

This educational organization has not previously passed the accreditation procedure based on IAAR standards.

(V) DESCRIPTION OF THE EEP VISIT

The work of the EEP was carried out on the basis of the Programme of the visit of the expert commission on institutional accreditation of the SSMU, during the period since 16 to 18 November 2021.

To obtain objective information about the quality of academic programmes and the entire infrastructure of SSMU, to clarify the content of self-assessment report, meetings were held: with the rector and vice principals, deans of faculties, heads of structural units, heads of departments, faculty and academic staff, students, employers, graduates. A total of 118 people took part in the meetings (Table 1).

Table 1 – Information about the number and categories of meeting participants

Category of meeting participants	Number
Rector	1
Vice Principals	5
Deans	8
Heads of structural units	15
Heads of departments	15
Academic staff	18
Students	30
Employers	10
Graduates	16
Total	118

An interview of faculty and academic staff (127 people) and students (198 people) was also conducted.

During the visual inspection of the university, on the first day (11/16/2021), the EEP visited the administrative and educational building, educational buildings (including classrooms and educational laboratories), the Anatomical Museum, the Multi-profile Accreditation and Simulation Center, the scientific library, the Research Institute of Antimicrobial chemotherapy; and students' dormitories.

On the second day (11/17/2021), the EEP visited students' classes, as well as practical training bases, clinical departments (clinical bases, educational and clinical centers). Also, videos were sent in advance to get acquainted with the infrastructure of the university.

REGIONAL STATE BUDGETARY HEALTHCARE INSTITUTION "SMOLENSK REGIONAL CLINICAL HOSPITAL"

Smolensk, Gagarina prospekt, 27; Building No. 5; the 1st floor

Students' cloakroom

Lecture-theater:

lecture on the discipline *Clinical pharmacology* for the 6th year students of the Pediatric Faculty, lecturer – prof. of the Clinical Pharmacology Department L.P. Zharkova. Topic: Community-acquired pneumonia in children.

Classroom No. 7 of the Propaedeutics of Internal Medicine Department

Practical class on the discipline *Propaedeutics of Internal Medicine*. The Faculty of General Medicine, the 3rd year, group 316. Topic: IHD (myocardial infarction: etiology and pathogenesis, clinical manifestations (typical variant and atypical clinical forms), diagnostics, ECG-features according to the stage of MI and localization). Teacher: Associate Professor S.V. Volk.

Classroom No. 12 of the Oncology Department

Practical class on the discipline *Oncology, radiation therapy*. Faculty of Pediatrics, the 5th year, group 509. Topic: Pre-cancerous skin diseases. Signs of malignancy of nevi. Skin cancer. Melanoma. Teacher: assistant A.M. Khaykin.

Building No. 7. Ground floor

Classroom No. 01 of the Clinical Pharmacology Department. Practical class on the discipline *Clinical pharmacology*. The Faculty of General Medicine, the 6th year, group 605. Topic: Clinical pharmacology of anti-inflammatory medications. Teacher: Associate Professor A.I. Danilov.

The 2nd floor

Lecture-theater: Students of the Department of Therapy, Ultrasound and Functional Diagnostics of the Faculty of Continuing Professional Education, undergoing professional retraining (576 hours) on the programme "Ultrasound Diagnostics".

Building No. 1. Ground floor

Classroom No. 2 of the Urology Department. Practical class on the discipline *Urology*. The Faculty of General Medicine the 6th year, group 607. Topic: Signs and symptoms of urological diseases. Teacher: Associate Professor D.V. Safonov.

Classroom No. 1 of the Urology Department. Practical class on the discipline *Urology*. The Faculty of General Medicine, 6th year, group 616. Topic: Signs and symptoms of urological diseases. Teacher: Associate Professor S.I. Nikolaev.

The 3rd floor. Smolensk Regional Clinical Hospital Library

The 4th floor.

Lecture-theater of building No. 1. Lecture on the discipline *E.N.T. diseases* for the 4th year students of the Faculty of General Medicine, Lecturer – head of the Department of ENT Diseases professor E.I. Kamanin. Topic: Inflammatory diseases of the larynx. Chondroperichondritis of the larynx. Acute and chronic stenoses of the larynx and their treatment.

Classroom No. 1 of the Department of ENT Diseases. Practical class on the discipline *Clinical pharmacology*. The Faculty of General Medicine, the 6th year, group 614. Topic: Clinical pharmacology of anti-inflammatory medications. Teacher: assistant I.A. Shevchik.

Classroom No. 2 of the Department of ENT Diseases. Practical class on the discipline *E.N.T. diseases*. The Faculty of General Medicine, the 4th year, group 417. Topic: Diseases of the paranasal sinuses. Teacher: Associate Professor V.G. Tikhonov

**REGIONAL STATE AUTONOMOUS HEALTHCARE INSTITUTION
“SMOLENSK REGIONAL CLINICAL DENTAL OUT-PATIENT CLINICS”**

Smolensk, Gagarina prospekt, 27

The 1st floor. Students' cloakroom

Lecture-theater. Lecture on the module *Dental prosthesis (simple prosthetics)*. The 3rd year, the Faculty of Dentistry, lecturer – head of the Department of orthopedic dentistry with a course of orthodontics prof. N.N. Abolmasov. Topic: Restoration of destroyed tooth crowns with pin structures. Types, indications, sequence of clinical and laboratory steps.

Department of Prosthetics with a Course of Orthodontics

Classroom No. 121. Practical class on the module *Gnatology and functional diagnostics of the temporomandibular joint disorders*. The Faculty of Dentistry, the 5th year, group 507 (clinical «small» group). Topic: Anatomy of the TMJ. TMJ diseases associated with disorders of occlusal-articulatory relationships. Diagnostic methods. *Patients' admission*. Teacher: Associate Professor M.S. Serdyukov

The 2nd floor.

Department of Dentistry. Educational and medical classroom No. № 220

Practical class on the discipline. The Faculty of Dentistry, the 5th year, group 506 (clinical «small» group). Topic: Instrumentation, irrigation and disinfection of root canals in the treatment of periodontitis. Temporary filling of root canals. Antibacterial agents. The choice of filling material and root canal filling in the treatment of periodontitis.

Patients' admission. Teacher: assistant A.N. Monakhova

Educational and medical classroom No. 219

Practical class on the discipline. The Faculty of Dentistry, the 5th year, group 506 (clinical «small» group). Topic: Instrumentation, irrigation and disinfection of root canals in the treatment of periodontitis. Temporary filling of root canals. Antibacterial agents. The choice of filling material and root canal filling in the treatment of periodontitis. *Practical demonstration of medical whitening of endodontically treated teeth*. Teacher: Associate Professor N.S. Levchenkova.

Room for the residents practical training

The 1st year residents on specialty *Therapeutic Dentistry*. Diseases of the hard tissues of the teeth. Mistakes and complications in diagnostics and treatment. *Patients' admission*. Prof. A.I. Nikolaev.

ONLINE-VISIT

REGIONAL STATE BUDGETARY HEALTHCARE INSTITUTION “CLINICAL EMERGENCY HOSPITAL”

Smolensk, Tenishevoy ul., 9

Surgical building. The 1st floor. Lecture-theater.

The 4th floor. Classroom No. 1 of the Department of Hospital Surgery. Practical class on the discipline *Hospital Surgery*. The Faculty of General Medicine, the 6th year, group 603. Topic: Hemorrhoids. Anal fissure. Pararectal abscess. Pararectal fistulas. Epithelial coccygeal passage. Teacher: Associate Professor Yu.I. Lomachenko.

Classroom No. 3 of the Department of Hospital Surgery. Practical class on the discipline *Hospital Surgery*. The Faculty of General Medicine, the 6th year, group 612. Topic: Hemorrhoids. Anal fissure. Pararectal abscess. Pararectal fistulas. Epithelial coccygeal passage. Teacher: Associate Professor A.A. Bezaltynnykh.

Gynecological building. The 3rd floor. Classroom No. 2 of the Department of Obstetrics and Gynecology with a course of Prenatal Diagnostics. Practical class on the discipline *Obstetrics and Gynecology*. The Faculty of General Medicine, the 4th year, group 405. Topic: Placental insufficiency, its effect on the fetus and newborn. Asphyxia of the newborn. Teacher: Associate Professor N.M. Otvagina.

REGIONAL STATE BUDGETARY HEALTHCARE INSTITUTION “OUT-PATIENT CLINICS No. 3”.

Smolensk, Tramvayny proezd, 11

The 3rd floor. Classroom No. 1 of the Department of General Medical Practice, Polyclinic Therapy with a course of Geriatrics of FPGS. The Faculty of General Medicine, the 6th year, group 601. Practical class on the discipline *Polyclinic Therapy*. Topic: Management of out-patients with chronic gastritis and gastric ulcer. Teacher: Associate Professor N.E. Titova

On the third day (11/18/2021), EEP carried out the work to develop and discuss recommendations, and made decisions by voting. Recommendations for improving the university's activities, developed by the EEP based on the results of the examination, were presented at a meeting with the university's management on November 18, 2021.

(VI) CONFORMITY TO THE STANDARDS OF INSTITUTIONAL ACCREDITATION

6.1. Standard “Mission and outcomes”

The Evidence

Smolensk State Medical University, taking into account its historical traditions and the experience of modern educational activities, formulated the mission of an educational organization. All stakeholders took part in its discussion. As an independent document, the Mission was presented for the first time and put into effect by the decision of the Academic Council in 2009, but in the updated version it is presented in the form of the slogan: “From century to century: we are creating a healthy future”, that text was selected from several proposed variants by electronic voting in social networks and subsequently approved in 2021 at a meeting of the Academic Council of SMSU.

At first sight, the mission formulated as a slogan is not specific enough and does not include the goals and educational strategy of the university. However, the educational organization further explains in the self-assessment report that the University should, focusing on the renewal of traditional technologies and the development of new one within healthcare, become the leader of medical education which is available to the introduction of innovative educational technologies and guarantee competitive personnel and support the improvement of the quality of medical services provided. Such an expanded and refined interpretation of the mission allows to implement the main strategy of the university and prepare a competent physician who meets the needs and expectations of society and is ready to continue his education at the postgraduate stage.

Posting the mission on the official website of the university <http://smolgm.ru> makes it available to the general public. In addition, employers of Smolensk and neighboring regions get acquainted with the Mission and regulatory documents of SSMU at the annual event held at the University – *Career Expo*, that was confirmed during the EEP visit while interviewing employers.

The medical educational organization has sufficient institutional autonomy, which enables the administrative staff and faculty and academic staff to participate actively in the development of academic programmes. This position is reflected in several local regulations, in particular in the Regulations on faculties, Regulations on the Central Didactic Council, Regulations on the graduating department, etc.

Mandatory requirement for the development of academic programmes is to take into account the opinions of all stakeholders, including students and representatives of employers. When developing academic programmes, faculties have enough autonomy in choosing fundamental and clinical disciplines, their distribution by terms, the methods and means of teaching and assessment used. Academic programmes are characterized by dynamism: they are updated in accordance with the transformation of the educational process in the country (transition to federal state standards of new generations) and the demands of practical healthcare in the region and society in whole.

Heads of departments and their employees are able to use the resources that are necessary for the academic programme implementation as financial resources allocated to departments (including within the framework from income-generating activities) and to satisfy their requests by the administrative and economic service on the basis of applications-needs given by the departments. These positions were confirmed during the EEP visit when interviewing the heads of departments and representatives of the teaching staff.

When implementing academic programmes at the university, the results of new research are actively used to improve the learning specific disciplines/issues. The presence of such an opportunity is due to the high level of scientific research conducted by the SSMU employees, and the active involvement of students in scientific research at all levels of education. The university has the most modern base for conducting research activities, which was demonstrated during a visual inspection of the educational organization and was noted by all EEP members. The presence

of 112 acts of implementation over the past 5 years also confirms the active implementation of the research results in the educational process.

A high level of scientific research with the subsequent prospect of introducing their results into the educational process is also possible thanks to the cooperation of the SSMU with WHO (since 2016) on the issue of capacity-building in antimicrobial resistance surveillance and research. The interaction of SSMU with WHO testifies to the recognition of a worthy level of scientific research conducted at the university on a specific topic at the level of the world community. Collaboration with WHO allows the medical educational organization to receive and analyze the final research results related to global health.

SSMU students are involved in research activities mainly through the system of Students' Scientific Circles existing at the university. The students regularly present the results of their research activities at annual scientific student conferences. Active research activities of students at SSMU are also carried out on the basis of the Youth Research and Development Center, where 6 research and development projects are currently being carried out under the guidance of teachers. The most remarkable students are given the opportunity to publish their scientific results in the central press (as a rule, in collaboration with their supervisors), as well as to report them at conferences of various levels, including abroad (Belarus, Poland, Germany).

The final learning outcomes of graduate are determined based on the results after completing academic programmes in the form of universal, general professional and professional competencies in accordance with the requirements of federal state educational standards. The formation of competencies is carried out sequentially in the study of disciplines, starting with junior and ending with senior courses on the basis of the so-called. competency matrices. The effective formation of competencies is promoted by the integration of the disciplines of academic programmes both horizontally and vertically.

The professional competences formation, taking into account modern trends in the development of the educational process in the country and the world, is largely facilitated by the presence in the university of a multi-profile accreditation and simulation center, which was created in 2016 and subsequently expanded in 2020 due to the commissioning of the second center. Both centers are equipped with modern equipment, that was confirmed during a visual inspection of the educational organization by EEP members.

Successful formation of general professional and professional competencies, confirmed in the process of state final examination, gives the basis for the implementation of graduates in their further professional career with a mandatory condition for lifelong learning. The latter is facilitated by the presence of the faculty of postgraduate study in the university.

The results of the assessment of graduates' competencies are used as a feedback tool to improve the academic programme at the university. Such an opportunity is provided in the process of meetings of the university management with graduates of different years, having, accordingly, different experience in medical practice and clearly representing the needs of practical healthcare. In addition, the university regularly conducts graduate surveys about the quality of the academic programme in order to determine its strengths and weaknesses. The results are discussed at meetings of the Academic Council of the University, academic councils of faculties, Central Didactic Council. Based on the monitoring analysis, recommendations aimed at improving the educational process that meets modern needs and is focused on development prospects are developed and used in the future.

Analytical part

Even though the mission of the medical educational organization is finally formulated in the form of a slogan, it has a subsequent decoding that allows defining the goals and objectives of the university, perspective development strategy that allows preparing a competent physician in accordance with the established requirements of the healthcare sector.

The mission of a medical educational organization is the result of a joint discussion by all stakeholders, is posted in the public domain on the university's official website and is available for study by the public.

The medical educational organization has institutional autonomy to develop and implement its own policy, compose and improve academic programmes continuously.

Improving the quality of academic programmes is ensured through the participation of all stakeholders (from teachers, students to graduates and employers) in their development, the availability of a feedback tool with graduates and employers, the use of the latest achievements of science and practice in the educational process, as well as the results of combined research activities of the teaching staff of the university with students. Academic programmes are characterized by a process of constant updating.

The medical educational organization has determined the final learning outcomes, which are based on the knowledge, skills and abilities acquired by students at various stages of mastering academic programmes, the prospects for their further professional career, taking into account the implementation of the mandatory condition for lifelong learning.

Strengths / best practice:

The cooperation of a medical educational organization with the WHO and the availability of modern scientific bases and equipment allow to ensure a high level of research activities with the subsequent use of its results to improve the quality of the implementation of academic programmes.

EEP recommendations:

The medical educational organization is recommended to reformulate the mission, taking into account the educational strategy of the university, which involves the training of specialists of high professional competence that meets the needs of practical healthcare and the expectations of society as a whole; provide an opportunity for all stakeholders to take part in the formulation of the mission and provide wide access to it to stakeholders and the public (*deadlines – until 12/31/2021*).

Conclusions of the EEP on the criteria: (strong/ satisfactory / suggest improvements/ unsatisfactory)

Strong positions – 1;

Satisfactory positions – 23;

Positions suggesting improvement – 0;

Unsatisfactory positions – 0.

6.2. Standard “Academic programme”

The Evidence

The academic programme 31.05.01 General Medicine is defined by a medical educational organization and based on disciplines, systems of bodies, clinical problems and diseases. This academic programme was created simultaneously with the foundation of the Medical Faculty of Smolensk State University in 1920 and subsequently underwent many changes according to the Soviet, Russian laws, as well as under the influence of international trends in higher education, discoveries and achievements in clinical medicine, science and practice.

The programme has a hybrid design of its structure. In accordance with the approved FSES HE for the next generation, a new MPAP has been developed in the specialty, that establishes new universal and general professional competencies.

As part of the implementation of the academic programme, the medical educational organization provides for the use of various methods of teaching and learning, which are presented in the academic training programmes of disciplines and practicals. Academic staff uses both

traditional for high medical school teaching methods (testing, problem solving – cases, surveys, problem-based lectures, training at the bedside of a real patient, preparation and protection of medical history, etc.) and modern interactive ones (brainstorming, regulated discussion, business and role-playing games, small group method, round table, activation of creative activity, distant learning technology, etc.). The combination of these teaching and learning methods, especially in clinical departments, allows students to develop clinical thinking, form readiness for various clinical situations, provide communication skills training, which ultimately contributes to the training of modern practice-oriented specialists.

These positions were confirmed when working with the website of the medical educational organization, self-assessment report, attending lectures and practical classes during the EEP visit, as well as by interviewing focus groups – deans (heads of academic programmes), heads of departments, teachers, students.

In the context of modern requirements, much attention is paid to simulation training in the Multi-Profile Accreditation and Simulation Center. This center, as well as the recently opened second one, is equipped with a variety of modern simulation equipment that allows students to master various clinical skills. The availability of simulators in the SSMU, which allows to set various clinical scenarios, contributes to increase the realism of the simulation training process. A professionally organized learning process in simulation centers makes it possible to implement fully the basic principles of andragogics (“to learn not for school, but for life”), which lays the foundation for lifelong learning for future physicians. This item was confirmed during the EEP visit at communication with the head of the center and students, while attending classes at the center. It should be noted that the University as a whole uses actively and systematically the main andragogical principles of learning in other forms of implementation of the educational process (Appendix 4 to the self-assessment report).

The research activity of students, which allows students to master the principles of scientific methodology, conduct scientific research, analyze and compare their results from the standpoint of evidence-based medicine throughout the years of study at the university, is an important component of the academic programme.

The management of the research activity of students is carried out by highly competent teachers, the vast majority of whom have an academic degree. The main influx of young pedagogical staff is realized through postgraduate studies. Conversation with Vice Principal for Scientific Work V.V. Bekezin during the EEP visit, as well as the analysis of the presented reporting materials on this section of the work, made it possible to state a high (about 60) percentage of workers who defended their thesis not later than one year after graduating from postgraduate studies. This is an undoubted achievement of the SSMU, since the average percentage of those who defended their thesis immediately after completing a postgraduate study or not later than 1 year after graduation is approximately 30%.

One of the mandatory sections of the academic programme is the section devoted to the study of behavioral, social sciences and medical ethics (Appendix 8). The study of these disciplines allows to prepare a physician with a broad personal outlook. On the other hand, studying humanitarian disciplines at a medical university provides an opportunity to gain the knowledge necessary to understand the socio-economic and demographic problems in society. SSMU regularly corrects the academic programmes and introduces achievements of behavioral, social sciences and medical ethics into them in accordance with scientific, technological and clinical developments, current and expected needs of society, changing demographic and cultural conditions.

During the process of learning clinical disciplines and training in simulation centers, students from year to year, from discipline to discipline acquire the knowledge and skills that are necessary for their further professional activities. A sufficient amount of time is allocated in the academic programme to study the main clinical disciplines. Based on the analysis of the academic programme structure and the SSMU self-assessment report, it follows that the formation of clinical skills is carried out during the entire learning process (1-6 years): at the first (preliminary) stage

(1-3 years), skills in patient care and nursing manipulations are mastered; at the second (analytical) stage (3-5 years), the skills of examination and treatment of patients are mastered; at the third (synthetic) stage (4-6 years), the skills of providing medical care to patients with various pathologies are mastered.

The university does not have its own multi-profile clinics today (its foundation is in the long-term plans), however, SSMU (in accordance with the addresses presented in the license) has concluded 23 agreements with healthcare institutions of the city and region in gratuitous use, which allows to implement students practical training in full volume.

It should be noted that due to the current epidemiological situation in the country and worldwide, some conditions that are required for the learning process at clinical departments and their bases cannot be implemented fully. These are limited interaction with patients due to safety reasons and limited opportunities to practice clinical skills in hospitals and out-patients' clinics. However, as mentioned above, these current problems are being solved through the active use of simulation training in the relevant centers of the university.

SSMU has formed a system of measures and activities for the prevention of diseases and maintaining the students' health. Within this system, the SSMU is implementing a pilot project "The HEALTH of a first-year student – the HEALTH of a physician – THE HEALTH of the nation!", within which new innovative technologies of medical examinations using medical equipment and assessment of the general health status of students have been introduced at the Federal Innovation Platform. Such an initiative of the university is very relevant undoubtedly, since numerous studies conducted in Russia have revealed an unsatisfactory general health status of students, especially medical students who experience significant stress and overload due to the specifics of medical education. An important aspect of the implementation of this project is to increase the professional literacy of future specialists, their commitment to the principles of a healthy lifestyle. The effectiveness of the students' health saving system is confirmed by a relatively high proportion of vaccinated students.

The structure of the academic programme is based on the continuity of learning basic and clinical disciplines, their horizontal and vertical integration.

The university has determined a structural unit that is responsible for the academic programmes (Academic and Methodological Management Administration). Deans and heads of departments take part in the development of academic programmes also.

At the same time, during the meeting with the students, their insufficient participation in the planning and development of academic programmes was revealed, which does not allow them as one of the stakeholders to manage the academic programme fully. The participation of students in the discussion and correction of academic programmes at meetings of the Academic Council of the university could become one of the ways of their management of the academic programme, but this is hindered by the small representation of students in the Academic Council (5%).

A similar situation is developing with the participation of representatives of other stakeholders (in particular, employers, graduates of medical educational organizations) in the development and improvement of academic programmes. In the process of conversations with them during the EEP visit, they found it difficult to answer the questions related to the management of academic programmes at the university.

Analytical part

The development of academic programmes at SSMU is based on an integrated approach to the study of basic, humanitarian and clinical disciplines. When implementing academic programmes, classical and innovative teaching methods are used. The continuity of academic programmes at the pre-university and postgraduate stages makes it possible to implement the principle of training physicians throughout their professional activities.

The effective use of modern methods of simulation training in the university's simulation centers with simulators of the latest generations gives an opportunity to use teaching and learning methods based on the modern theory of adult education.

The close relationship between educational and research activities at the university is reflected in the structure and semantic content of academic programmes, which includes the achievements of basic biomedical sciences, which is largely facilitated by the results of scientific research obtained at the Institute of Antimicrobial Chemotherapy, equipped with the most modern equipment.

Highly qualified pedagogical staff participate in the organization and conduction of the educational process at the university. SSMU has developed a mechanism for training academic staff with the aid of postgraduate studies, the effectiveness of which is confirmed by the high percentage of workers who defended their thesis successfully not later than one year after graduating from postgraduate studies.

The study of clinical sciences is a significant integral part of the academic programme and provides not only theoretical knowledge about the mechanisms of functioning of the body in health and pathology, which are important for the future physician, but also allows students to get the necessary practical skills, having worked out and consolidated them in simulation centers and clinical bases of the university, including at the patient's bedside.

A unique pilot project to protect the health of students starting from the 1st year is an important component of the university's activities to preserve the students' health and develop healthy lifestyle principles in them. The Medical Consultative Center "Academy of Health", found at the SSMU, coordinates the project.

A medical educational organization has determined a structural unit that is responsible for coordinating all forms of activity aimed at planning, developing and implementing the academic programmes. Employees of dean's offices, departments and other structural units are also involved actively in these processes. At the same time, it should be noted that students and other stakeholders (graduates, representatives of employers) are not involved in the management of the academic programme actively.

Strengths / best practice:

1. The medical educational organization effectively uses modern simulation technologies, which allow to implement the basic principles of andragogics.
2. The faculty and academic staff of a medical educational organization is characterized by a high percentage of degrees, and the university as a whole is characterized by effective training of scientific and pedagogical workers with the aid of postgraduate studies.
3. The university has the opportunity to actively introduce the results of scientific research carried out in a modern high-tech scientific center of the Institute of Antimicrobial Chemotherapy into the learning process.
4. The programme for the prevention of diseases and maintaining the students' health, which is coordinated by the Medical Consultative Center "Academy of Health", found at the SSMU, has been developed and is being implemented in a medical educational organization. The effectiveness of this programme is also confirmed in the conditions of preventing the spread of the novel coronavirus infection COVID-19 by a relatively high proportion of vaccinated students.

EEP recommendations:

1. It is recommended to increase the proportion of employers in the university's management bodies up to 10% as well as representatives of other stakeholders for more active their involvement in the management of academic programmes (*deadline – until 09/01/2022*).

Conclusions of the EEP on the criteria: (strong/ satisfactory / suggest improvements/ unsatisfactory)*

Strong positions – 4;

Satisfactory positions – 36;

Positions suggesting improvement – 2;

Unsatisfactory positions – 0.

*1 indicator (item 2.6.5) was not applicable; therefore, it was not taken into account.

6.3. Standard “Students assessment”

The Evidence

The medical educational organization has determined the principles used to assess students’ knowledge, which are reflected in the following local regulations:

- the Regulations on the Internal System of Education Quality Assessment (passed at the meeting of the Academic Council on October 15, 2019, minute No. 10);
- the Regulations on the procedure to credit learning outcomes during the major professional academic programme of higher education – programmes of specialty, residency, postgraduate study (passed at the meeting of the Academic Council on March 9, 2021, minute No. 3);
- the Regulations on state final examination in academic programme completing (passed at the meeting of the Academic Council on June 20, 2020, minute No. 5);
- the Regulations on quality control of academic programme mastering (passed at the meeting of the Academic Council on November 23, 2018, minute No. 9).

Local regulations are on the official university’s website and are available for review.

Interviewing students during the EEP visit found that students have information about the criteria for their assessment in whole.

SSMU has developed a system of student rewards to ensure that the evaluation covers knowledge, skills and attitudes towards learning. Students who have demonstrated success in their learning outcomes have the opportunity, in accordance with their scientific interests, to carry out scientific research in the laboratories of the university and the Institute of Antimicrobial Chemotherapy.

Due to the system of support for talented students existing at the university, students who demonstrate success in their studies and student science can take part in competitions, olympiads and scientific forums not only in Russia but also abroad, thereby developing academic mobility. So, for example, student M.A. Kazantsev on January 28-29, 2018 took part in the VI International Student Dental Conference in Sharjah (UAE), and received the 1st degree diploma; and student O.A. Matyukhina on November 14-15, 2018 participated in the 18th international conference of students and young scientists “Student medical science of the 21st century” (Vitebsk, Belarus) and received the 3rd degree diploma for her report.

Excellent students are nominated by the university for scholarships from the President of the Russian Federation and the Government of the Russian Federation. Currently, 4 students of the faculty of general medicine receive a scholarship from the President of the Russian Federation, and 6 students receive a scholarship from the Government of the Russian Federation.

SSMU uses various approaches of the students’ assessment, including testing, oral and written response, evaluation of medical histories, Assessment of practical skills in simulated conditions (including during practicals in simulation center).

The presence of a Review Board at the university, which functions and rules of work are determined by the Regulations on the Work of Review Board based on the Results of Interim Certification (passed at a meeting of the Academic Council on May 19, 2020, minute No. 4), guarantees that the methods and results of assessing students’ knowledge avoid conflicts of interest.

The use of assessment funds for students’ evaluation (for example, a set of tests or clinical cases) imposes special requirements on their validity in order to ensure the proper quality of the existing evaluation practice. The self-assessment report of the university noted that “...the validity and reliability of methods for assessing the formation of competencies and attitudes of students are ensured by the quality of the developed assessment funds, which are checked using the methods adopted in testology”. According to this report “Evaluation tools are cross-analyzed by

departments of SSMU, as well as by involved practical healthcare workers”, however, when interviewing employees of departments and employers during the EEP visit, this information was not confirmed fully. According to the academic staff, the compilation of the assessment funds is carried out at the department, then they are reviewed by the staff of the same department, and the possibility of external independent inspection of assessment fund is very limited. Insufficient participation of other stakeholders (for example, employers) in the review of assessment fund limits their participation in the development and improvement of the academic programme.

Students’ academic performance is also reflected by a student’s portfolio. Students are guaranteed to receive timely, specific, constructive and fair feedback on the basis of the evaluation of their knowledge and skills.

The efficacy of the implementation of the developed academic programme is analyzed on the basis of check-ups of its various elements. At the university, the results of such check-ups, which are regulated by the Regulations on quality control of academic program mastering (passed at the meeting of the Academic Council on November 23, 2018, minute No. 9), are discussed at meetings of departments, faculty councils, the Academic Council, the administration.

At the same time, interviewing students, employers and university’s graduates stated lack of their active participation in regulating the implementation of the academic programme. Neither students nor employers were able to give any specific examples of their own initiatives that led to the revision or correction of elements of the academic programme.

The existing assessment strategy ensures that students achieve the final learning outcomes (acquisition of academic programme as a whole), and ensures that the main goal of the University is to train highly qualified and competitive specialists. This is confirmed by the results of the SFE of students in the most accredited programmes.

Analytical part

SSMU has developed and implemented the students’ assessment system. Its basic principles are given in the relevant local regulations on the official website of the university. The evaluation criteria, as well as the number of retakes, are regulated by federal laws.

Increasing the motivation of students to learn is provided through various measures of moral and material support for successful students: nominating them for scholarships of the President of the Russian Federation and the Government of the Russian Federation, providing the opportunity to carry out initiative research activities in university’s laboratories and centers equipped with the latest technology, referral at the expense of university funds for olympiads and scientific forums held in Russia and Europe.

Methods to assess students’ knowledge used in the medical educational organization are based on the principles of validity, reliability, and efficacy. Possible conflicts of interest in the assessment of students are excluded due to the presence of an appeal commission (Review Board) in the university, the actions of which are determined by the local regulations and to which students who do not agree with their assessment are able to apply.

At the same time, all stakeholders such as students or employers are not actively involved in the inspection of the assessment funds used in the evaluation of students, that does not allow to maintain the complete participation of stakeholders in the management of the academic programme. A multi-level system to assess students throughout the years of study ensures that students achieve the final learning outcomes.

Nevertheless, the university should use the check-up mechanisms for various elements of the academic programme more actively for its dynamic development, improvement, and timely adjustment.

Strengths / best practice:

The university has developed and implemented the unified system that allows to apply various approaches to students’ assessment, including the use of social (material) support measures that influence on the final learning outcomes.

EEP recommendations:

1. It is recommended to increase the validity of the assessment funds through internal and external expertise in order to ensure the quality and objectivity of student assessment (deadline – until 08/31/2022).
2. It is recommended to ensure constant monitoring of the quality of the academic programmes implementation by all stakeholders (*time for performance – regularly*).

Conclusions of the EEP on the criteria: (strong/ satisfactory / suggest improvements/ unsatisfactory)*Strong positions – 1;**Satisfactory positions – 13;**Positions suggesting improvement – 1;**Unsatisfactory positions – 0.*6.4. Standard “Students”***The Evidence***

The total number of students enrolled in academic programmes of specialty, residency, postgraduate studies as of September 30, 2021 was 6007 students, including: higher education, specialty level, in-person – 5482 students, higher education, the level of highly qualified personnel training (residency) – 491 student, higher education, the level of highly qualified personnel training (postgraduate studies) – 24 full-time (in-person training) postgraduate students, 10 – part-time (extramural training).

In SSMU, the procedure of students’ admission is established annually in accordance with changes in the legislation of the Russian Federation, the Admission Rules for all implemented levels of education. Admission rules are adopted at a meeting of the Academic Council of the University at the beginning of the academic year and approved by the Rector of the University. An Admission Committee is headed by the Rector of SSMU, who appoints the executive secretary of the admissions committee to work with applicants and their legal representatives.

The University sets a minimum number of points (threshold) for each entrance test and applicants. Minimum points for specialty programmes are approved annually by the Order of the Founder of the University – the Ministry of Healthcare of the Russian Federation. In accordance with the Admission Rules, the selection of the most qualified applicants for training is carried out on the basis of the results of their entrance tests, which are recognized as the results of the unified state exam (USE) or the results of internal entrance tests conducted by the University independently. Additionally, individual achievements available to applicants are taken into account. Admission to the SSMU is available to all categories of citizens, regardless of gender, ethnic origin and language. Citizens with disabilities and disabled persons are admitted in accordance with the current legislation of the Russian Federation. At least 10% of places (a special quota) are allocated for admission to study applicants with disabilities. So, in 2021, 11 persons with disabilities were enrolled out of 55 such applications. In 2021, 9 applicants from orphans and persons left without parental care were also enrolled.

The University has developed a system for filing and considering appeals against the results of internal entrance examinations, which is reflected in the Regulations on Review Board.

In order to select the most motivated students, the SSMU operates a Pre-University Training Center (PUTC). Social networks are widely used to promote the academic programmes of the university. The University practices an Open Day held at least 3 times a year. In the 2020-2021 academic year, Open Days were held online. According to the survey of students, 84% of respondents are satisfied with the information support and explanation of the requirements for

applicants as well as the strategy of the academic programme (specialty) before entering the university.

The University, in accordance with the Regulations on the Transfer of students, uses the practice of transferring students from other medical educational organizations. Over the past 5 years, 24 students have been transferred from another medical institution of education.

The plan of admission to the University at the expense of the federal budget (admission control figures) is established by an annual Order of the MoSHE of the Russian Federation based on the results of an open public competition. The decision on the number of places to participate in the competition for each specialty for the next academic year is made by the Admissions Committee based on the results of the public competition for the previous academic year. The academic policy of the university determines the number of enrolled students in accordance with the material and technical capabilities of the university, human resources, the provision of educational, methodological and scientific literature, the capabilities of educational and scientific laboratories. Number of places with payment of the cost for educational services (extra-budgetary) per each specialty is discussed at a meeting of the Academic Council of SSMU, based on the sufficiency of the material and technical base. Extra-budgetary places are distributed separately for citizens of the Russian Federation and applicants from other countries (Belarus, India). Enrollment of foreign citizens to study in English is carried out until October 30 of the current calendar year as part of a separate competition, then these persons are transferred by Order to an individual curriculum.

When planning budget places, SSMU actively cooperates with the Department of Healthcare of the Smolensk region, as well as with the regional health authorities of the regions for which SSMU traditionally trains medical personnel.

SSMU has developed the Provision on the Curator that regulates the work of curators in the first-year study groups of all faculties. To help the curators, tutors – senior students – are assigned to the first-year students. The university has a medical, psychological and pedagogical center for maladapted students, aimed at increasing motivation to study, individual psychological counseling. SSMU guarantees the confidentiality when providing consulting and ensure the protection of personal data in accordance with the developed local regulations. According to the questionnaire of students, 80.5% of respondents are satisfied with the availability of counseling on personal problems. Insufficiency in academic counseling on issues related to the choice of elective disciplines, preparation for postgraduate education, professional career planning, etc., was identified during discussions with students and graduates.

To ensure student self-government at the university, there are various student associations, which involve more than 600 people. Every year, more than 100 cultural and volunteer events are held at the University, in which about 80% of students participate. The Students' Trade Union Committee (96 people) deals with the legal, sports and social issues of students. There is the Joint Council of Students (74 people) at the university to solve essential issues. Representatives of student self-government (more than 65 people) are members of various management bodies of the SSMU – the Academic Council of SSMU, academic councils of faculties, CDC and the Quality Council, Dormitory Councils, Council of Educational Work, etc.

SSMU allocates resources to support students both from the budget allocations of the federal budget and the University's own funds. Scholarship support for students enrolled in places at the expense of the federal budget is allocated only from the budget allocations of the federal budget in accordance with the legislation of the Russian Federation.

Analytical part

On the Standard "Students" it was revealed that the selection and admission of students to SSMU is carried out in accordance with regulatory documents. Information on the admission of applicants is available for everyone in the public domain, including on the university website and in social networks. Such applicants as the orphans and the disabled are enrolled according to the reserved quota. Stakeholders can participate in determining the number of places for admission to various academic programmes. There is a system for determining the number of extra-budgetary

places. An individual curriculum for the 1st year is provided for foreign students enrolled later. The system to appeal admission decisions has been developed in the university.

The university uses the local regulations on the transfer of students from / to another academic programme / medical institution of education.

The educational organization guarantees various personal counseling for students. There is Institute of curators and tutors for first-year students in the University. The medical, psychological and pedagogical center provides psychological counseling in conditions of confidentiality and respect of security of personal data. However, insufficiency in counseling on academic issues was revealed.

The university gives benefits for students who need financial support. The university finances student associations, including the volunteer movement.

A large number of students are involved in student self-government organizations. Students also participate in consultative bodies of various levels. However, in the EEP opinion, the proportion of students in the SSMU management bodies is insufficient.

Strengths / best practice:

The strengths include:

1. The university allocates sufficient resources to support student activities, including the development of the volunteer movement.

EEP recommendations:

1. It is recommended to increase the proportion of various level students in the university's management bodies up to 10% for their more active involvement in the management of academic programmes (*deadline – until 08/31/2022*).
2. Based on the survey of students, the EEP recommends to increase the efficiency of the academic counseling system, to provide for a variety of its forms and maximal involvement of faculty and academic staff (*deadline – until 08/31/2022*).

Conclusions of the EEP on the criteria: (strong/ satisfactory / suggest improvements/ unsatisfactory)

Strong positions – 2;

Satisfactory positions – 12;

Positions suggesting improvement – 0;

Unsatisfactory positions – 0.

6.5. Standard “Academic staff / teachers”

The Evidence

The total number of FAS in SSMU is 530 people, of which 455 (85.8%) are the main employees, including 1 corresponding member of the Russian Academy of Sciences, 3 Honored Scientists of the Russian Federation, 5 honored workers of the Higher School of the Russian Federation, 26 Honored doctors of the Russian Federation, 57 people were awarded with the “Excellent Health Worker” badge. The percentage of teachers of biomedical disciplines is 21.7%, social and behavioral disciplines – 15.7%, clinical disciplines – 45.3%, others – 17.3%. The faculty and academic staff distributed as follows: deans – 8, heads of departments – 61, professors – 15, associate professors – 212, teachers/senior teachers – 55/25, assistants – 155. The academic degree of Doctor of Philosophy has 271 employees, doctor habilitatus – 76. The University's FAS has remained relatively stable in the range of 66-70% over the past 5 years. The number of full-time FAS is 419 people (79.1%). The number of FAS with medical education is 430 people (81.1%). More than 50% of FAS have experience of scientific, pedagogical and/or clinical work of 15 years and above. 137 teachers teach classes in English. Every year, the University's FAS publishes at

least 20 monographs, manuals, reference books. The ratio of academic staff and non-academic one is about 2.5:1.

The recruitment of academic staff, promotion, encouragements, dismissals, familiarization of staff with the rights and obligations are carried out in accordance with the requirements of federal legislation, the Charter and the local regulations of the University and ensures equality and accessibility to vacancies available at SSMU. Compliance of the qualification level of employees with the qualification requirements for the positions held for the full implementation of the academic programmes and the professional competence of employees is a priority when applying for academic positions at a university. There are no requirements for the level of proficiency in foreign languages by federal legislation. The number of teaching staff is calculated on the basis of the contingent of students in all MPAP and the amount of teaching work of FAS in accordance with their position. In accordance with the adopted provisions employment is carried out on a competitive basis for a period of up to 5 years, observing transparency and equality, regardless of gender, nationality, language. Current employees submit a report for the last 5 years of work when passing through the competition. According to the questionnaire of academic staff, 95.7% of respondents are satisfied with the opportunities for career promotion that are provided by the university.

SSMU has the Regulations on planning and accounting for the workload of scientific and pedagogical workers, which determines the scope and types of work of each employee according to an individual plan: educational, methodological, scientific, medical work, professional development and work with students during extracurricular time. According to the questionnaire of academic staff, 86.6% of respondents are satisfied with the educational load. The activities of the University staff are evaluated based on the results of pedagogical, scientific and medical work. The system of modern analysis of the quality of the work of faculty and academic staff, which includes, among other items, a teacher's portfolio, has been established at the university. The practice of incentive payments, as well as non-material stimulation, for employees with remarkable achievements (publication of articles in international peer-reviewed scientific journals and Russian journals included in the list of HAC, supervisors of postgraduates for their timely defense, etc.) has been established at the university. The promotion of employees is based on the results of their activities. According to the questionnaire of students, 86.2% of respondents are satisfied with the quality of teaching.

The university widely uses the results of clinical and research activities in teaching and learning. An important contribution is made by the Institute of Antimicrobial Chemotherapy, where fundamental research is carried out, as well as a multi-profile accreditation and simulation center. According to the questionnaire of teaching staff, 83.6% of respondents are satisfied with the opportunity to combine teaching with scientific research, and 92.4% of respondents are satisfied with the opportunity to combine teaching with clinical activities. According to the questionnaire of students, 76.4% of respondents are satisfied with the material proposed by the faculty and academic staff and consider that it is relevant and reflects the latest scientific and clinical developments.

The formation of the faculty and academic staff of the university is aimed at implementing the academic programmes in the areas and specialties of the university. Their training is carried out both at the central bases (Moscow, St. Petersburg, etc.) and departments of SSMU. Information on PGS programmes is freely available and posted on the portals sdo.smolgm.ru and <https://edu.rosminzdrav.ru>. All employees undergo advanced training "Current issues of higher school pedagogy" at least once every 3 years. According to the questionnaire of teaching staff, 96.6% of respondents are satisfied with the opportunities for advanced training provided by the university.

Employees from among the FAS of SSMU are members of dissertation councils of other universities, including the Voronezh State Medical University n.a. N.N. Burdenko of the Ministry of Healthcare of the Russian Federation, Russian National Research Medical University n.a. N.I. Pirogov of the Ministry of Healthcare of the Russian Federation, Perm State Medical University

n.a. E.A. Wagner of the Ministry of Healthcare of the Russian Federation. Both students and teaching staff are involved into academic mobility. According to the questionnaire of teaching staff, 91.5% of respondents are satisfied with the organization of activities for academic mobility.

In order to ensure high-quality teaching/learning, the teacher/student ratio of 1:10-1:11 is maintained. So, the number of students in group when mastering basic biomedical and clinical disciplines is no more than 15 people, when mastering behavioral and social sciences – no more than 30 people (exception is a foreign language, where the number of students in a group can be 7-15). According to the questionnaire of students, 86.8% of respondents are satisfied with the relationship between the student and the teacher.

Analytical part

On the Standard “Academic staff / teachers” it was revealed that the recruitment of academic staff, promotion, encouragements, dismissals are carried out in accordance with the requirements of federal legislation and the local regulations.

The current faculty and academic staff are highly professional and are able to provide the educational process at the highest level completely. Most of the FAS works at the University in the full-time mode. Enough employees have the academic degree. Transparency and equality are observed when recruiting for jobs and passing through the competition. There is a policy to promote employees based on results.

Planning and accounting of the activities of the scientific and pedagogical workers are carried out in accordance with the approved standards. The university has developed and implemented mechanisms to increase the academic and research potentials, including the academic mobility of FAS. There are mechanisms of material and non-material remuneration for faculty and academic staff based on their activities results.

Strengths / best practice:

The strengths include:

1. The university has a high percentage of employees with the academic degree and effective training of scientific and pedagogical workers with the aid of postgraduate studies.
2. There is an opportunity to introduce the scientific research results carried out in a modern scientific center of the university – the Institute of Antimicrobial Chemotherapy (IAC) – in the learning process.
3. A system of moral and material support for scientific and pedagogical workers has been formed in the Educational Organization, which ensures their motivation for professional growth and achievements.
4. SSMU has a system of remuneration for the faculty and academic staff, taking into account achievements in their activities: payment for the publication of articles in international peer-reviewed scientific journals and Russian journals included in the list of HAC, supervisors of postgraduates for their timely defense, etc.

EEP recommendations:

No recommendations.

Conclusions of the EEP on the criteria: (strong/ satisfactory / suggest improvements/ unsatisfactory)

Strong positions – 3;

Satisfactory positions – 9;

Positions suggesting improvement – 0;

Unsatisfactory positions – 0.

6.6. Standard “Educational resources”

The Evidence

SSMU has a sufficient material and technical base for teachers and students, which allows to ensure the high-quality implementation of the academic programme. The material and technical equipment of the SSMU classroom fund fully complies with the requirements of the Federal State Educational Standards. The University has buildings and premises with an area of 121,699 m², of which 67,828 m² in operational management and 53871 m² in gratuitous use. SSMU has a multi-profile accreditation and simulation center with an area of 1216.3 m², allowing for specialized accreditation in 36 specialties. There are sufficient conditions for physical education and sports, as well as for the nutrition of students and staff.

The University provides a safe environment for students and employees in compliance with anti-terrorist and fire safety. The entrances to SSMU buildings are equipped with thermal imagers and sanitizers, air sanitizers are installed in the premises. However, the EEP found insufficient observance of social distancing in classrooms and lecture-theatres. According to the questionnaire of students, 66.7% of respondents are satisfied with classrooms, classrooms for large groups.

The University invests significant financial resources in updating, strengthening and expanding its material and technical base. In recent years, the MASC has been equipped, as well as classrooms at the Faculty of Dentistry and the Institute of Antimicrobial Chemotherapy. As part of the implementation of the Federal Targeted Investment Programme (FTIP) in 2021-2025, it is planned to reconstruct the buildings and structures of the SSMU, build a multi-storey modern dormitory and a gas boiler house, and equip them with new modern high-tech equipment using energy-saving technologies.

Students of SSMU are provided with the necessary resources according to the FSES HE for obtaining a basic level of knowledge, skills; practicing practical skills of a specialist. Since more than 80 people from among the FAS are part-time employees of medical organizations, that contributes to the selection of patients with studying pathology and the creation of clinical cases. Students have access to clinical communication and mastering practical skills at 23 clinical bases, equipped with 5042 beds, located in healthcare institutions of the Smolensk region. The profile of clinical bases allows for clinical training in all disciplines and practicals of the academic curriculum. In the process of practical training, students have the opportunity, under the supervision of FAS and/or a medical worker, to take part in the examination of a patient, in performing manipulations to provide various types of medical care. All the resources used in clinical training are aimed at the formation of professional competencies. Requests for improving resources for clinical training are determined by collection of departments applications, the questionnaire surveys of and teachers, etc.

The SSMU has approved and is implementing LRs regulating work with information technologies: Regulations on the electronic information educational environment; Regulations on the official website; Regulations on the Department of Information and Educational Technologies; Policy regarding the Processing and Security of Personal Data; Regulations on Procedure for Processing Personal Data of persons enrolled in academic programmes of higher education. The University has created and operates divisions that ensure the implementation of information technologies. All students master the disciplines of “Medical Informatics” and “Information Technology in Medicine”.

SSMU provides free access to electronic resources in 13 computer classes of the University, in the scientific library, in the premises of departments. Departments and services use 785 personal computers in their work. More than half of the computers used have access to the Internet information and telecommunications network – 487 units, 356 of which are used for educational purposes. Classrooms are equipped with 139 multimedia projectors. Interactive whiteboards are used in 6 classrooms. The EIEE of the University includes: the official website of the University; the portal of electronic distance learning Moodle; corporate e-mail; legal reference systems; electronic library systems; EIEE user’s personal account, a platform for webinars Webinar.ru, a

Jitsi video conferencing platform. The bibliographic databases of the SSMU are reflected in the Electronic Catalog. Services are available around the clock. According to the questionnaire of students, 73.6% of respondents are satisfied with the availability of computer classes and Internet resources, and 72.9% of respondents are satisfied with the availability and quality of Internet resources.

SSMU Scientific Library (<http://rel-nb.ru/>) provides access to a wide range of information resources for self-study, including printed publications (491992 units, 29386 titles), electronic publications (2422 units, including multimedia publications and training programmes), scientific (198814 units) and educational (241950 units) publications, periodicals (173537 units). Students are provided with the resources of Russian and foreign TDB (EB), professional databases, information and reference and search engines. Information resources of their own generation are also used, including a repository of educational publications of SSMU and an electronic catalog; licensed databases of educational resources: ELIHE "Student's Consultant", EML "Physician's Consultant", ELS "Urite", UDB "IVIS", " DB eBookClinikalCollection " (EBSCOhost®). Foreign resources from the RFBR are used for training: FreedomCollection, Scopus, SpringerNature, AccessMedicine, etc.; professional databases: PubMed, «eLIBRARY.RU». «KiberLeninka», MedLib, Lib.Ru, FEML, "Rossiyskaya Medicina", "Medline.ru", electronic library of thesis of RSLy, disserCat Scientific Library of Dissertations and Abstracts; information systems: "Russian Medical Association", "Web Medicine", "Russian Medical Server", "Meduniver", "Physician's Formula", nature.web.ru. According to the questionnaire of students, 81.2% of respondents are satisfied with the level of availability of library resources, and 83.4% are satisfied with the quality of services provided in libraries and reading rooms. According to the questionnaire of the faculty and academic staff, 98.3% of respondents are satisfied with the sufficiency and availability of the necessary scientific and educational literature in the library.

The educational process uses the systems Medialog, 1C: Pharmacy, MApteka. Students get acquainted and under the supervision of specialists in medical organization, FAS of the department, work with patient databases using information and communication technologies. With the help of the Medialog programme, the following scenarios are being worked out: patient admission; stages of the therapeutic and diagnostic process; structuring and formalization of medical records and automation of the formation of medical documentation; maintaining a medication chart; implementation of diagnostic processes; automatic calculation of necessary parameters based on the information entered; regulatory and reference support for medical actions.

SSMU conducts scientific research in fundamental and experimental medicine, including clinical trials of medications, both at the national and international level.

The main directions of scientific research are the transition to personalized medicine, high-tech healthcare and health protection technologies, including through the rational use of medicines (primarily antibacterial). The research results are reflected in didactic materials and used in teaching students.

Scientific activity is carried out at the Institute of Antimicrobial Chemotherapy, own scientific laboratories, institutions on the basis of cooperation agreements (WHO, IACMAC, American Society for Microbiology (ASM), European Society for Clinical Microbiology and Infectious Diseases (ESCMID), Federation of European Societies for Chemotherapy of Infections (FESCI), International Society for Infectious Diseases (ISID), Paul Ehrlich Group (PEG); scientific and educational organizations of India, Sweden, the Republic of Belarus, Kazakhstan, Uzbekistan, etc.). The IAC is a leader in clinical microbiology and monitoring of antibiotic resistance of the main pathogens of infectious diseases in Russia and the world.

Students are involved in planning and participation in scientific research in medicine. Students' Scientific Circles operate at all departments. Students participate with oral and poster presentations at meetings of scientific circles of departments, conferences of various levels (interregional, All-Russian, international); publish scientific articles and abstracts.

In 2018, the SSMU created Dissertation Council (D 208.097.03) for 2 clinical scientific specialties (pediatrics, pharmacology, clinical pharmacology).

Inspection review in the field of education is provided by deans and academic councils of faculties, AMMA, the department of highly qualified personnel training with the center for graduate employment assistance, the methodological department, CDC, the Quality Council.

The listed units analyze the rating assessment of the activities of FAS and SPW, conduct internal and external audits, self-examination, study the opinion of stakeholders on the quality of the educational process at the University. In 2020, the SSMU successfully passed the state accreditation of all implemented MPAP HE.

The university uses a system for training competitive specialists, which takes into account the needs of interested employers and the opinions of all participants in the educational process. For this, along with classical forms of learning, some modern methods are used, including interactive classes, clinical cases, the use of phantoms, simulators and computer technologies.

The University has implemented an internal system for education quality assessment (ISEQA). One of the directions of its activity is FAS potential development. The possibilities of international cooperation are also used in the form of participation in international scientific events, inviting leading experts. However, the EEP found insufficient involvement of external expertise in the field of medical education for employee potential development.

SSMU has the Department of Analysis and Forecasting of Research and Innovation Activities carrying out constant monitoring, systematization and analysis of the results of research and innovation activities of SSMU structural units. The University supports employees conducting research in medical and pharmaceutical education.

To implement the policy of cooperation with educational institutions at the regional and international levels SSMU fulfils exchanges and transfers of students, participation of teachers, residents and students in conferences, symposiums, congresses, clinical practicals and traineeships, joint research, publications, issuing the educational literature. Information about the possibilities of regional and international cooperation is available on the university portal in the public domain.

The University cooperates with 5 universities in neighboring countries and 4 universities in far-abroad countries. Over the past 5 years, more than 800 students, residents, young scientists and FAS of the university have participated in international projects. In recent years (5 years) 151 students have been transferred to other universities, 24 students and 6 clinical residents have been accepted to SSMU from other universities. Since 2019, 2 University professors have been members of the Joint Council for the defense of PhD thesis, defense of a doctoral thesis D 999.226.02 on the basis of the Voronezh State Medical University n.a. N.N. Burdenko, Russian National Research Medical University n.a. N.I. Pirogov. Over the past 5 years, more than 100 students took part in projects of organizing academic and clinical practicals in foreign clinics, medical centers and pharmaceutical companies. The University provides financial support for academic mobility of students and University staff.

Analytical part

On the Standard “Educational resources” it was revealed that SSMU has sufficient material and technical base for the training of competitive specialists in the field of medicine and pharmacy. The material base is constantly being strengthened, expanded and updated. But it needs to adapt the educational process to the pandemic conditions. The university provides sufficient conditions to conduct clinical education at clinical bases. Enough number and category of patients is ensured due to the diversity of clinical sites and the FAS combination of teaching and clinical activities.

The information network is well developed, it allows access to resources for all students and teaching staff. Access to numerous titles of textbooks, databases, magazines is provided.

The scientific research base allows to involve both faculty and academic staff and students in research work. The IAC is a leader in the field of clinical microbiology and monitoring of antibiotic resistance of the main pathogens of infectious diseases in Russia and the world. The obtained scientific results are used in the implementation of academic programmes.

The university has developed and implemented mechanisms of internal quality assessment and inspection review of academic programmes. However, it needs to expand the possibilities of external expertise in the field of medical education to develop the employees' potential.

Based on signed agreements, the university provides academic mobility for both students and faculty and academic staff.

Strengths / best practice:

The strengths include:

1. SSMU students are provided with the necessary resources completely: equipped classrooms, clinical sites, computers, the Internet, literature on paper and electronic media, dormitories, the possibility of in-depth study of foreign languages.
2. Two fully equipped multi-profile accreditation and simulation centers operate in SSMU.
3. There is an opportunity to introduce the scientific research results carried out in a modern scientific center of the university – the Institute of Antimicrobial Chemotherapy (IAC) – in the learning process.
4. SSMU has postgraduate studies, there are Dissertation Council (D 208.097.03) for 2 clinical scientific specialties: Pediatrics; Pharmacology, clinical pharmacology, which contributes, among other items, to the formation of a highly qualified pool of faculty and academic staff for SSMU.
5. Involvement of students in scientific research work.
6. Conduction of internal quality assessment and inspection review of academic programmes.
7. The university has established mechanisms of international relations with leading foreign clinical and scientific centers that allows to implement various forms of academic mobility for both students and faculty and academic staff.

EEP recommendations:

1. To ensure compliance with the WHO and Rospotrebnadzor recommendations on the prevention of the novel coronavirus infection among employees and students while implementing the offline educational process during the pandemic (*deadline – until 02/01/2022*).
2. To expand the possibilities of external expertise in the field of medical education to develop the employees' potential (*time for performance – regularly*).

Conclusions of the EEP on the criteria: (strong/ satisfactory / suggest improvements/ unsatisfactory)

Strong positions – 9;

Satisfactory positions – 19;

Positions suggesting improvement – 2;

Unsatisfactory positions – 0.

6.7. Standard “Programme evaluation”

The Evidence

Federal State Budgetary Educational Institution of Higher Education “Smolensk State Medical University” of the Ministry of Healthcare of the Russian Federation has a 100-year history.

The university has a license (No. 2384 dated September 14, 2016, series 90L01 No. 0009447) and a certificate of state accreditation (valid until 03/18/2026). The major professional academic programmes of higher education (MPAP HE) are implemented at SSMU in accordance with the laws of the Russian Federation, the Federal State Educational Standards for Higher Education, orders of the Ministry of Science and Higher Education, the Ministry of Healthcare, as well as local regulations of the University.

In 2020, the SSMU passed the state accreditation of all implemented MPAP HE that meet modern requirements for the medical and pharmaceutical education development. An independent education quality assessment (IEQA) is provided through the participation of the SSMU in the federal monitoring of education quality.

The system of internal monitoring and evaluation of MPAP at SSMU is multilevel: departments, cyclic methodological committees, Faculty Councils, the Central Didactic Council, the Quality Council, the Council of SSMU. For example, as a result of monitoring of MPAP in the specialty of General Medicine through the CMC of surgical disciplines, new topics of lectures at the Department of Hospital Surgery were coordinated with the collectives of adjacent surgical departments: “Obstructive jaundice”, “Electrochemical methods of detoxification”, “Chronic duodenal obstruction” related to the profile of scientific research of the department staff. The discipline of “Jurisprudence”, which was included in the list of disciplines of the specialties of General Medicine, Pediatrics and Dentistry, has been replaced by the discipline of “the Legal foundation of physician’s professional activity”.

Individual accounting of the results of AP mastering by students is carried out on paper and electronic media, including by means of the EIEE. According to the results of each session, the deans form a summary statement of progress for each course and the faculty as a whole and provide this information to AMMA, where this information is summarized and provided to the management of the SSMU.

Individual portfolios (Regulations on the portfolio of student’s achievements dated 03/15/2016 is on the SSMU website) of students on the SSMU portal contain information on the results of intermediate certifications for the entire period of study, as well as a list of achievements in various fields of activity.

Due to the epidemic/pandemic of the coronavirus (COVID-19), which has begun all over the world, incl. in Russia, at SSMU, adjustments were made to conduct the classes. In this regard, the classes were organized on the platforms: Moodle, ZOOM, Webinar.ru, a Jitsi video conferencing platform, new tabs were created on the University website to maintain the educational environment in a distant format. Information on all components of MPAP HE, on academic training programmes of disciplines and practicals, on methodological and other documents developed by SSMU to ensure the educational process is widely and openly presented on the University portal <http://smolgmu.ru/> in the section of the website “University”, “Education”, “Information on academic programmes” of the specialty, residency and postgraduate studies and is available to all interested parties: applicants and their legal representatives, students, FAS and support staff, employers, representatives of practical medicine and the public. Since March 2020, the University has been implementing CPE programmes aimed at the prevention, diagnosis and treatment of the novel coronavirus infection COVID-19 both for persons who have completed MPAP HE, and for students (in accordance with paragraph 2 of the [joint Order of the MoH of Russia and the MoSHE of Russia](#) dated April 27, 2020 No. 378/619 “On the organization of practical training for students in academic programmes of higher medical education in settings of control over the spread of a novel coronavirus infection in the territory of the Russian Federation”). Of the 2,500 learners who have been trained under this programme, more than 1,000 are students.

The educational process is provided with enough computer technology, which is actively used in educational activities: departments and structural units are equipped with 785 personal computers. In 2020, 115 units of new personal computers were purchased. More than half of the computers used have access to the Internet information and telecommunications network – 487 units, 356 of which are used for educational purposes. Mobility is achieved using laptops (214 units). Classrooms are equipped with 139 multimedia projectors. Interactive whiteboards are used in 6 classrooms.

The [Scientific Library](#) is well equipped and is one of the largest in Smolensk. Its structure includes 4 departments, 3 reading rooms with 230 seats, 3 delivery desks. SSMU Scientific Library (<http://rel-nb.ru/>) provides access to a wide range of information resources for self-study, including printed publications (491992 units, 29386 titles), electronic publications (2422 units, including

multimedia publications and training programmes), scientific (198814 units) and educational (241950 units) publications, periodicals (173537 units). Students are provided with the resources of Russian and foreign TDB (EB), professional databases, information and reference and search engines. For self-study, information resources of their own generation are used, including a repository of educational publications of SSMU and an electronic catalog; licensed databases of educational resources: ELIHE “Student’s Consultant”, EML “Physician’s Consultant”, ELS “Urite”, UDB “IVIS”, " DB eBookClinikalCollection " (EBSCOhost®).

In 2016, the multi-profile accreditation and simulation center (MASC) was created, equipped with modern equipment. In 2020, a branch of the center was put into operation, as a result, the area of the center increased from 446.5 m² to 1216.3 m². Equipment has been purchased and put into operation, allowing for specialized accreditation in 36 specialties.

The bases for conducting clinical experience practicals are Healthcare Institutions in Russia and abroad, with which agreements have been concluded on the practical training of students, or contracts for targeted training. In total, at the moment, the SSMU has concluded 357 contracts with various institutions, 74 of them since the beginning of 2021.

Employers are surveyed for satisfaction with the quality of graduate training during the “Career Expo”. So, employers’ satisfaction with the practical and clinical skills of graduates according to the survey of 2021 is about 90%.

By the results of the questionnaire of students, it was found that 52.1% of students were completely satisfied with the level of availability of library resources, 50.7% of respondents were completely satisfied with the usefulness of the university’s website in whole and in particular faculties, and 56.9% of the respondents were completely satisfied with the information about the requirements to meet for successful completion of this academic programme (specialty).

By the results of the questionnaire of the faculty and academic staff, it was found that 56.8% of respondents are completely satisfied with the attention of the university management, which it pays to the content of the academic programme. 66.4% of respondents are completely satisfied with the content and quality of the implementation of the academic programme, which meet the expectations of the labor market and the employer; as well as 53.4% of respondents are completely satisfied with the way the university and its management support the development of new academic programmes / academic disciplines / learning methods.

Analytical part

An important innovation in SSMU is the introduction of stakeholder representatives into the Quality Council: 2 – from employers, 1 – from students, 15 – from the academic community.

The feedback form is employer reviews in the form of official letters about satisfaction with the competencies of graduates in the MPAP; the opinions of other stakeholders are taken into account through official and unofficial (conversations with consumers of educational services, personal communication, critical analysis of information from web blogs and forums) communication channels. Monitoring the opinion of employers’ representatives on the practical training of students is carried out through the participation of practicing clinicians in the organization and conduct of practicals, which are headed by the head of academic and clinical practicals of the AMMA. At the end of clinical practicals, the basic supervisor gives feedback on the student’s work by providing a characteristic and/or rating in the practical diary. The total assessment of the student’s work is given in the practical report, which is compiled by the head of the practicals of the profile department and signed by the chief physician of the organization (practicals base). The results of the practicals with the characteristics of the work of students are discussed at meetings of specialized departments.

All technological library processes are automated and operate on the basis of ABIS Ruslan, including an electronic catalog (104,070 entries), which is available through the SSMU website (<http://smolgm.ru>) and URL. The educational process uses the systems Medialog, 1C: Pharmacy, MApteka. These systems are designed to familiarize students with the work of medical organizations, the creation of an electronic prescription, an electronic disability sheet, examination

diaries, monitoring the dynamics of treatment, data on preventive medical examinations, discharge extract, monitoring of the patient's health, and are also related to drug provision and improving the quality of medical care for patients.

SSMU monitors the degree of implementation of scientific results in the learning process by taking into account the acts of implementation, analysis of educational and methodological publications, additions and changes to curricula. Since 2015, the Department of Analysis and Forecasting of Research and Innovation Activities has been engaged in this monitoring at SSMU.

Strengths / best practice:

1. After graduation SSMU, upon confirmation of the acquired knowledge and skills, foreign students receive high scores in their country and the opportunity to have place in a job, which indicates the high quality of training at SSMU.
2. SSMU students are provided with the necessary resources completely: equipped classrooms, clinical sites, computers, the Internet, literature on paper and electronic media, dormitories, the possibility of in-depth study of foreign languages.

EEP recommendations:

No recommendations.

Conclusions of the EEP on the criteria: (strong/ satisfactory / suggest improvements/ unsatisfactory)*

Strong positions – 2;

Satisfactory positions – 22;

Positions suggesting improvement – 0;

Unsatisfactory positions – 0.

6.8. Standard “Management and administration”

The Evidence

Management and administration at SSMU are carried out in accordance with the Charter, the declared Mission, the “Strategic Development Programme for 2021-2025” and the “Strategic Academic Leadership Programme “Priority-2030””.

The organizational structure of the University was approved by the decision of the rector's meeting (minute No. 9 of September 14, 2020). There are 56 structural units, 65 departments and 8 faculties in the structure of the University. Collegial management bodies at the University are the Conference of Academic Staff, Representatives of Other Categories of Workers and Students (the highest management body of the University), the Academic Council of the University, as well as faculty councils. The general management of SSMU activities is carried out by an elected representative body – the Academic Council of SSMU, which includes the Head, President, Vice Principals, Deans of Faculties, representatives of the academic community and students. The internal units and formed structures that provide educational activities of SSMU also include the methodological department, the Department of Educational and Social Work, the Department of Highly Qualified Personnel Training with the Center for Graduate Employment Assistance, CMC, CDC of clinical and theoretical disciplines, the Quality Council, international management. The interests of employees are protected by the trade union committee of employees. Students' Union at SSMU is represented by such student associations under the leadership of the students themselves as the Joint Council of Students and the Students' Trade Union Committee. Representatives of Students' Union are members of the Academic Council of SSMU and Councils of faculties, CMC and Quality Council, Dormitory Councils, Educational Work Council, Commission on Application of Discount System, Re-admittance and Transfers of Students, Scholarship Commissions, Review Board on the Results of Intermediate Certification, Housing

Commission, Commission for Resolution of Disputes between Participants in Educational Relations. The Council of the Student Scientific Society of SSMU consisting entirely of students is engaged in creating more favorable conditions for the development of medical science, involving young people in scientific research, presentation preparation and publications on their results. The main source of information on SSMU activities, management decisions and their implementation is the University's website <http://smolgm.ru>.

More than 20 thousand physicians and pharmacists have improved their qualifications in the SSMU over the past 5 years. More than 200,000 physicians have been trained as part of the subprogramme "Staffing of Healthcare System" implementation in the national project "Healthcare".

There is an internal system for education quality assessment in SSMU. The main objectives of the internal education quality assessment and the priority areas of its activities are: the formation of the most objective assessment of training quality in students based on the results of AP; improving the structure and updating the content of MPAP HE implemented at the University; improving the resource provision of the educational process; increasing the competence and skill level of teaching staff involved in the implementation of the AP; increasing the motivation of students to successfully complete AP; strengthening the interaction of SSMU with specialized organizations on improving the educational process; countering corruption manifestations during the implementation of the educational process.

The financial activities of SSMU are carried out on the basis of the principles of efficacy, performance, priority, transparency, responsibility, differentiation and independence. The University's revenues from all sources over the past 5 years (since 2016) have increased by 76% to 1171.7 thousand rubles, with an average annual growth rate of 15%. In particular, the total income attracted from extra-budgetary sources, despite the rather difficult situation in the economy and the stagnation of real incomes of the population, increased by 75%, the number of foreign students increased by 56%. At the same time, total expenses increased by only 46%, which suggests a steady increase in the economic and financial efficacy of the University.

The stable position of the University and its competitiveness are promoted by the development of the material and technical base. The amount of funds allocated for the purchase of fixed assets for all areas of activity, has increased more than 3 times in 5 years, and for major repairs 4 times. The development of the financial sphere of the University is planned to be carried out through the University's participation in various federal and regional development programmes; stimulating grant-seeking among researchers, teaching staff and students.

The percentage of SPW is 49.3% and of administrative and managerial personnel – 11.6%, of other employees, including teaching and support staff of departments, engineering and technical and economic personnel – 39.1%. In order to train administrative and managerial personnel, SSMU systematically organizes training programmes for professional retraining and advanced training: for example, in 2020, 36 people from among administrative and managerial personnel were trained under the programme "Personnel for the Digital Economy" within national project "Digital Economy"; in 2021, 18 heads of structural divisions of SSMU were sent for training in the programmes "Organization Management" and "Personnel Management" within Federal Project "Employment Assistance" of the National Project "Demography". The wage fund with social contributions has grown by 65% over the five-year period, with the number of employees practically unchanged.

By the results of the questionnaire of students, it was found that 63.2% of students are completely satisfied with relations with the dean's office (school, faculty, department); 57.6% of respondents are completely satisfied with the level of accessibility of the dean's office (school, faculty, department); 56.9% of respondents were completely satisfied with information support and clarification of requirements for applicants as well as the strategy of the academic programme (specialty) before entering the university.

By the results of the questionnaire of the faculty and academic staff, it was found that 54.2% of respondents are completely satisfied with the openness and accessibility of management for the

faculty and academic staff; 72.3% of respondents are completely satisfied with the way the management and administration of the university perceive criticism; 72.3% of respondents are completely satisfied with their workload, which corresponds to their expectations and capabilities.

Analytical part

The University was founded as the Medical Faculty of Smolensk State University (SSU) by the decision of the State Scientific Council of the People's Commissariat of Public Health of the RSFSR on April 04, 1920. On April 18, 1930, by order of the People's Commissariat of Education No. 231, the medical faculty of SSU was transformed into the Smolensk State Medical Institute (SSMI). By Order No. 586 dated June 15, 1994 of the State Committee of the Russian Federation for Higher Education, the Smolensk State Medical Institute was transformed into the Smolensk State Medical Academy (SSMA). By Order of the Ministry of Healthcare of the Russian Federation No. 56 dated February 16, 2015, the Smolensk State Medical Academy was transformed into the Smolensk State Medical University (SSMU).

According to the organizational structure, vertical and horizontal interaction of structural units is carried out at the University. In their activities, the team is guided by the internal LRs, the Orders of the Head, the decisions of the Academic Council of SSMU, the instructions of the vice principals on the relevant activities, as well as the orders of the heads of organization units.

Aimed to assist practical healthcare and fulfil the instructions of the Governor of the Smolensk Region, A.V. Ostrovsky, by bilateral Order together with the Department of Healthcare of the Smolensk Region, since February 8, 2021, a call center has been organized on the basis of the University with the involvement of SSMU student volunteers. On March 26, 2021, a trilateral agreement on cooperation and interaction in volunteerism (volunteering) was signed at the SSMU site. An indefinite agreement has been reached between the administration of the Smolensk Region, AtomEnergSbyt Corporation and SSMU.

The financing of the University's educational activities is carried out in accordance with the University's Charter, federal legislation, the plan of financial and economic activities for a 3-year period approved by the Ministry of Healthcare of RF. The budget of educational activities of SSMU is formed of subsidies for the financial support of the state task from the federal budget; targeted subsidies from the federal budget for the payment of scholarships to students, the overhaul of real estate, the purchase of particularly valuable equipment for the educational process and other purposes; funds from income-generating activities (the provision of paid educational services). The financial provision of paid services is formed in an amount not less (per unit of service) than the provision of a state assignment for a similar service from the federal budget.

The SSMU uses the following types of inspections within the framework of the internal quality assurance management programme: self-examination (conducted annually by the head of the structural unit in all areas of activity and issued in the form of a report); complex (involves analysis and evaluation of the work of the unit in all areas of its activities); thematic (carried out for the purpose of analyzing and evaluating the activities of a specific unit for the types of activities being implemented); operational (involves working with structural units, in the work of which inconsistencies have been identified in the execution of regulatory documents regulating the organization of educational activities). Complex and thematic inspections of structural divisions are carried out mainly by internal audit.

The SSMU has created conditions for physical education and sports, there are two gyms, one of them was renovated in 2021 with the installation of a modern universal coating. Meals for students and staff are organized in two canteens for 430 seats, vending machines for drinks, etc. are installed. In 2020, the Museum of SSMU history moved to a new renovated premises, updated its exposition on the centennial history of the University with the use of digital technologies.

The University provides a safe environment for students and employees, anti-terrorist and fire safety is provided in the buildings of the University, there are checkpoints, electronic entry systems are installed, all buildings and the territory of the SSMU are equipped with video surveillance systems, thermal imagers, air sanitizers are installed in rooms with a mass stay of

people. Sanitizers are installed at the entrances to the buildings and on the floors. Cleaning of premises with the use of sanitary disinfectants is provided.

The Department of Regional Health Development and the Graduate Employment Assistance Center regularly monitor the needs of the labor market for University's graduates and employers' expectations. A number of SSMU employees have been the Chief part-time specialists of the Smolensk Region Department of Healthcare for many years, which allows them to respond promptly to the requests of the region's healthcare.

Strengths / best practice:

1. SSMU has clearly distributed authorities and responsibilities among structural units, management and collegial bodies for the development, coordination and approval of major professional academic programme of higher education.
2. SSMU has fully equipped 2 multi-profile accreditation and simulation centers; their activities are aimed at mastering various manipulations by students and practitioners, acquiring strong skills of their performance.
3. SSMU has a system of remuneration for the faculty and academic staff, taking into account achievements in their activities: payment for the publication of articles in international peer-reviewed scientific journals and Russian journals included in the list of HAC, supervisors of postgraduates for their timely defense, etc.
4. To improve interaction with regional healthcare system, the SSMU introduced the position of Vice Principal for continuous professional education and the development of Regional Healthcare in the list of members of staff, which which allows SSMU to respond promptly to the requests of the region's healthcare in the preparation and advanced training of medical personnel.
5. SSMU operates the only WHO center in Eastern Europe for capacity-building in antimicrobial resistance research and development, the structure of the university includes the Institute of Antimicrobial Chemotherapy, which contributes to the training of qualified personnel for the healthcare system.
6. SSMU cooperates with WHO for capacity-building in antimicrobial resistance research and development, with organizations of education, science and practical healthcare of the Republic of Belarus, the Republic of Kazakhstan, Germany and other countries on the basis of agreements.

EEP recommendations:

1. To increase the level of involvement of representatives of all stakeholders to the SSMU management structures (*deadlines – until 09/01/2022*).

Conclusions of the EEP on the criteria: (strong/ satisfactory / suggest improvements/ unsatisfactory)*

Strong positions – 6;

Satisfactory positions – 9;

Positions suggesting improvement – 1;

Unsatisfactory positions – 0.

*1 indicator (item 8.1.1) was not applicable; therefore, it was not taken into account.

6.9. Standard “Continuous improvement”

The Evidence

During its 100-year existence, the University has trained almost 40 thousand physicians and other specialists for the Smolensk, Moscow, Bryansk, Kaluga, Kaliningrad, Oryol, Pskov, Tula regions, the Republics of Tatarstan and Bashkortostan. Graduates of different years work in

Kazakhstan, Tajikistan, Armenia, Poland, Germany, Italy, Serbia, Czech Republic, Israel, USA, Canada, Finland, India, Kenya, Egypt, Nepal, Chad, Congo, Yemen. The University implements the following programmes of professional education in medicine and pharmacy: 6 programmes of higher education – specialty, 37 programmes of residency and 4 postgraduate programmes of higher education – training of highly qualified personnel, as well as 217 programmes of continuing professional education, which provides continuing medical and pharmaceutical education. All implemented higher education programmes have state accreditation.

The University is the only university in the region with the status of a Federal Innovation Platform for the project “HEALTH of a first-year student – HEALTH of a physician – HEALTH of the nation!” (Order of the MoSHE of the Russian Federation in December 2020).

Over the past 5 years, a number of measures have been taken to revise the implemented academic programmes and their content. The implementation of MPAP HE programmes that are currently in low demand has been discontinued in the areas of training 34.03.01 Nursing, 39.03.02 Social work, 44.03.03 Special (defectological) education, but their implementation can be resumed if there is a need and an application from the authorities of the Smolensk region and other regions. When developing the MPAP for specialty programmes according to the newly approved by FSES HE in 2020 to form the graduate’s competencies, the content of MPAP was fully revised, which led to an increase in the time allotted for practical training of students, the introduction of new disciplines into the curriculum, for example, the Basics of Defectology, the Basics of Management and Administration in Healthcare, revision of the content and, accordingly, the names of previously implemented disciplines, for example, the Legal Foundations of the Physician’s Professional Activity instead of Jurisprudence. An important component of professional development is the training of foreign students at SSMU, which creates conditions for the exchange of experience with foreign educational and scientific schools, the expansion of international cooperation and the possibility of obtaining an assessment of educational activities by foreign experts.

The resources of the SSMU are constantly directed to the modernization of educational activities in all implemented programmes, the development of material, technical and educational-methodical support of the AP, EIEE, the introduction of digital technologies; updating the website and educational portal of continuing medical and pharmaceutical education; modernization of research units for new scientific achievements. Information about financial and economic activities is available on the SSMU website publicly available.

FAS actively participates in the implementation of regional projects that are part of the national projects “Healthcare” (federal projects: the Federal Project “Development of the primary health care system”, the Federal Project “Control over Oncological Diseases”, the Federal Project “Control over Cardiovascular Diseases”, The Federal Project “Provision of Medical Organizations of the Healthcare System with Qualified Personnel”, the Federal Project “Creation of a unified digital circuit in healthcare based on a unified state information system in healthcare”), “Education”, “Demography” (federal projects: the Federal project “Strengthening Public Health”, the Federal Project “Development and implementation of a programme of systemic support and improvement of the quality of life of citizens of the older generation” – “Older Generation”) and “Digital Economy”, the national goals and strategic objectives of which are defined in the Decrees of the President of the Russian Federation dated May 7, 2018 No. 204 “On National and Strategic Objectives of the development of the Russian Federation for the period up to 2024” and dated July 21, 2020 No. 474 “On National Development Objectives of the Russian Federation for the period up to 2030”. The subprogramme “Staffing of Healthcare System” includes the activities of the regional project “Providing Medical Organizations in Healthcare System with qualified personnel”.

FAS actively participates in regional projects organized by the Smolensk Region Department of Health, “Doctor in Every home”, “Zemsky Doctor”, as well as together with deputies of the State Duma of the Russian Federation our teachers take a part in the project “Health Train”. The chief part-time specialists of the Smolensk Region Department of Health Care are 22 University

employees who are constantly involved in the development, introduction and implementation of regional programmes in various areas. FPGS implements the project “University – region”, participates in the work of the Interdepartmental Coordinating Council for the Formation of a Healthy Lifestyle and the Prevention of Chronic Non-communicable Diseases in the Smolensk region.

The personnel policy of SSMU is an important element of the education system management, perspective providing and fulfillment of the tasks set for the training of professional personnel for the healthcare system. Staffing of academic programmes is carried out in accordance with the requirements of the FSES HE. A large number of employees with professional experience in discipline being taught, managers and health care organizers who speak foreign languages are involved in the implementation of AP. Both students and teaching staff take part in international mobility projects and events, for example, I.S. Palagin, D.S. Ivliev completed a short-term professional and industrial internship at Universities in India within the framework of international technical and economic cooperation programmes with India (2018, 2019).

Evaluation procedure for learning outcomes within AP is carried out in strict accordance with the LR of the University. The principles, guarantees, applied procedures for organizing and conducting an internal independent assessment of training quality in learners in the case of MPAP HE implemented at the University are described in the Regulations on Internal System of Education Quality Assessment. In recent years, the University has been using the independent education quality assessment (IEQA) by participating in IEQA procedures organized by the cluster and third-party organizations commissioned by MoSHE.

SSMU places all information on its website smolgm.ru which is available to any interested person or organization in accordance with principles of information openness, clarity, involvement of stakeholders, accountability to management bodies.

In 2017, a Graduate Employment Assistance Center was established, and it works closely with the Department of Health Care of the Smolensk Region. A database of available vacancies in the region and nearby regions has been created. The demand for SSMU graduates proves a high (94%) percentage of employment. The Regional Healthcare Development Department, established at the end of 2020, is responsible for interaction with the regional link of the healthcare system.

The key focus areas of SSMU’s academic, scientific and clinical activities are aimed at solving global problems in the field of medicine and biology. Since 2016, SSMU has the status of a WHO Collaborating Center for Capacity-building in Antimicrobial Resistance Surveillance and Research), which is reflected in academic, research, innovation and organizational activities: so a post-graduate student of the Department of Microbiology of the 3rd year of study A.A. Kurkova, took an active part in a multicenter microbiological study to assess the epidemiology of *S. pneumoniae* serotypes circulating in patients over 18 years of age in the territory of the Russian Federation (SPECTRUM). The results of the most significant studies are published in one of SSMU periodicals, for example, the collection “Smolensk Medical Almanac”. SSMU has tools for encouraging student scientific research. Every year, the most active students receive an increased academic scholarship for achievements in research work. Students-activists of the University’s Student scientific society become fellows of various levels (2020). The University has established and operates a youth research and development center (YRDC), on the basis of which interested students have the opportunity to conduct scientific research. The All-Russian Scientific and Practical conference with international participation “Actual problems of science of the XXI century” is held annually at the University, where students present scientific results and achievements, and participants who have achieved the best scientific results receive diplomas.

In 2016, the MASC was created, equipped with modern equipment. 5-6 years disciplines of Phantom training and Simulation training courses are conducted in the MASC in full and are aimed at mastering various manipulations and acquiring stable skills to perform them. Also, MASC conducts classes with 1st-year students for learning First aid for emergency conditions at the pre-hospital phase. Mastering the techniques of basic cardiopulmonary resuscitation by the 1st-year students contributes to the early formation of their sense of responsibility for other people’s lives

and health, which has a positive effect on responsibility for their own education and motivation to study.

Licensed databases and library resources of SSMU are available to all students and FAS through a fixed external IP address of the University from personal computers and portable devices (mobile phones, tablets). Foreign resources from the RFBR are used for training: FreedomCollection, Scopus, SpringerNature, AccessMedicine, etc.; professional databases: PubMed, «eLIBRARY.RU». «KiberLeninka», MedLib, Lib.Ru, FEML, “Rossiyskaya Medicina”, “Medline.ru”, electronic library of thesis of RSLy, disserCat Scientific Library of Dissertations and Abstracts; information systems: “Russian Medical Association”, “Web Medicine”, “Russian Medical Server”, “Meduniver”, “Physician’s Formula”, nature.web.ru.

According to the results of a survey of students, it was found that 52.8% of students are completely satisfied with the quality of services provided in libraries and reading rooms, 56.9% of respondents are completely satisfied with information support and clarification of the requirements for candidates for the university and the strategy of the academic programme (specialty) before entering the university.

According to the results of the survey of faculty and academic staff, it was found that 55.1% of respondents are completely satisfied with the possibility to use their own innovations in the learning process. 51.7% of respondents are completely satisfied with the ways health care and disease prevention are organized at the university. 58.8% of the surveyed teachers are fully satisfied with the way academic mobility activities are organized.

Analytical part

SSMU was included in the list of 106 participants of the Priority-2030 programme and the annual grant for 10 years (2021-2030) will provide an opportunity to develop and implement the best practices of research and development, innovation and educational activities, increase the attractiveness of education in SSMU and working in the region that is also applicable for foreign students and foreign scientists.

As part of the implementation of the Federal Targeted Investment Programme (FTIP) in 2021-2025, it is planned to reconstruct the buildings and structures of the SSMU, build a multi-storey modern dormitory and a gas boiler house, and equip them with new modern high-tech equipment using energy-saving technologies. The implementation of the FTIP will increase the area of classrooms not only for the implementation of educational activities, but also for other needs (scientific, creative, sports, etc.) of students and FAS in the field of theatrical, choreographic and musical directions, in sports training (gyms and fitness halls), and ensure safety.

SSMU provides free access to electronic resources in 13 computer classes of the University, in the scientific library, in the premises of departments that provide access to both global Internet resources and internal electronic and library resources. The University is fully equipped with modern computer and multiplying equipment.

The improvement of Pre-University Training Center (PUTC) work is based on ensuring the availability of the competencies necessary for an applicant to enter the University, maintaining a high level of the recognized brand and image of the University, creating and distributing videos and printed materials about the University and active student life on the information pages in social networks of the largest media resources of Internet communication: Instagram, VKontakte (VK), organizing in-person and distance school scientific conferences, Olympiads, school science park and other forms of professionally-oriented scientific and research activities. The programmes of pre-study courses for Russian schoolchildren and foreign citizens take into account the specifics of future applicants’ teaching, their age, level of training, requests and requirements. The University actively participates in various public career guidance events at the regional and national levels, as well as in the international arena, implements “Super Services” programmes of “Online Entrance”.

The medical activity of the University includes interaction with 36 clinical bases located on the territory of medical organizations in the region, where FAS carry out systematic daily advisory,

diagnostic and therapeutic and preventive activities. In 2020, more than 120 thousand patients were examined and consulted by SSMU teaching staff, 1225 consultations were held, more than 32 thousand were performed. diagnostic studies, 7138 surgical interventions under anesthesia were carried out, 189 new methods of diagnosis, treatment and inventions were introduced into clinical practice, 33 methodological manuals for physicians were published, 89 articles were published in collaboration with practitioners, 103 conferences were held.

Employees from among the FAS of SSMU are members of dissertation councils of other universities, including the Voronezh State Medical University n.a. N.N. Burdenko of the Ministry of Healthcare of the Russian Federation, Russian National Research Medical University n.a. N.I. Pirogov of the Ministry of Healthcare of the Russian Federation, Perm State Medical University n.a. E.A. Wagner of the Ministry of Healthcare of the Russian Federation; they regularly conduct master classes in various medical universities in Russia and abroad.

Since February 11, 2016, the regional branch of all-Russian citizen group “Medical Volunteers” in the Smolensk region has been opened in the SSMU. On November 4, 2020, the Volunteer Center for Medical Volunteerism “Medvolna” was opened on the basis of the University. The University has a search party “Asklepiy”, which regularly participates in All-Russian historical quests, and in the campaigns “Memory Watch”. Every year, more than 100 cultural and volunteer events are held at the University, which about 80% of students participate in. Joint Council of Students and Students’ Trade Union Committee have been created at SSMU.

Analysis of the authors publication activity is conducted annually. The faculty and academic staff of the University publishes scientific articles in leading peer-reviewed scientific journals and publications included in the Scopus, Web Of Science, RRCI and other international resources, in the list of HAC journals, in collections of scientific papers and in domestic and foreign journals. Accounting of the publication activity of scientific and pedagogical workers (SPW) is conducted both by the University itself and in eLIBRARY. In recent years 33 methodological manuals for physicians were published, 89 articles were published in collaboration with practitioners, 103 conferences were held in SSMU. Every year, the University’s FAS publishes at least 20 monographs, manuals, reference books.

Strengths / best practice:

1. SSMU has the necessary resources for the continuous improvement of the educational process: equipped classrooms, clinical sites, computers, the Internet, printed and digital literature resources, dormitories.
2. Collaborating with WHO at solving problems for capacity building in antimicrobial resistance SSMU conducts prospective studies with the participation of students, the results of which are implemented in the learning process.
3. SSMU has postgraduate studies, there are Dissertation Council (Д 208.097.03) for 2 clinical scientific specialties (“Pediatrics”, “Pharmacology, clinical pharmacology”), which contributes, among other things, to the formation of a highly qualified pool of teaching staff for SSMU.

EEP recommendations: No recommendations.

Conclusions of the EEP on the criteria: (strong/ satisfactory / suggest improvements/ unsatisfactory)

Strong positions – 3;

Satisfactory positions – 11;

Positions suggesting improvement – 0;

Unsatisfactory positions – 0.

(VII) REVIEW OF STRENGTHS / BEST PRACTICES ON EACH STANDARD

Thus, based on the results of the International institutional accreditation, the EEP believes that SSMU has the following strengths / best practice:

6.1. Standard “Mission and outcomes”

- The cooperation of a medical educational organization with the WHO and the availability of modern scientific bases and equipment allow to ensure a high level of research activities with the subsequent use of its results to improve the quality of the implementation of academic programmes.

6.2. Standard “Academic programme”

- The medical educational organization effectively uses modern simulation technologies, which allow to implement the basic principles of andragogics.
- The faculty and academic staff of a medical educational organization is characterized by a high percentage of degrees, and the university as a whole is characterized by effective training of scientific and pedagogical workers with the aid of postgraduate studies.
- The university has the opportunity to actively introduce the results of scientific research carried out in a modern high-tech scientific center of the Institute of Antimicrobial Chemotherapy into the learning process.
- The programme for the prevention of diseases and maintaining the students’ health, which is coordinated by the Medical Consultative Center “Academy of Health”, found at the SSMU, has been developed and is being implemented in a medical educational organization. The effectiveness of this programme is also confirmed in the conditions of preventing the spread of the novel coronavirus infection COVID-19 by a relatively high proportion of vaccinated students.

6.3. Standard “Students assessment”

- The university has developed and implemented the unified system that allows to apply various approaches to students assessment, including the use of social (material) support measures that influence on the final learning outcomes.

6.4. Standard “Students”

- The university allocates sufficient resources to support student activities, including the development of the volunteer movement.

6.5. Standard “Academic staff / teachers”

- The university has a high percentage of employees with the academic degree and effective training of scientific and pedagogical workers with the aid of postgraduate studies.
- There is an opportunity to introduce the scientific research results carried out in a modern scientific center of the university – the Institute of Antimicrobial Chemotherapy (IAC) – in the learning process.
- A system of moral and material support for scientific and pedagogical workers has been formed in the Educational Organization, which ensures their motivation for professional growth and achievements.
- SSMU has a system of remuneration for the faculty and academic staff, taking into account achievements in their activities: payment for the publication of articles in international peer-reviewed scientific journals and Russian journals included in the list of HAC, supervisors of postgraduates for their timely defense, etc.

6.6. Standard “Educational resources”

- SSMU students are provided with the necessary resources completely: equipped classrooms, clinical sites, computers, the Internet, literature on paper and electronic media, dormitories, the possibility of in-depth study of foreign languages.
- Two fully equipped multi-profile accreditation and simulation centers operate in SSMU.
- There is an opportunity to introduce the scientific research results carried out in a modern scientific center of the university – the Institute of Antimicrobial Chemotherapy (IAC) – in the learning process.
- SSMU has postgraduate studies, there are Dissertation Council (Д 208.097.03) for 2 clinical scientific specialties: Pediatrics; Pharmacology, clinical pharmacology, which contributes, among other items, to the formation of a highly qualified pool of faculty and academic staff for SSMU.
- Involvement of students in scientific research work.
- Conduction of internal quality assessment and inspection review of academic programmes.
- The university has established mechanisms of international relations with leading foreign clinical and scientific centers that allows to implement various forms of academic mobility for both students and faculty and academic staff.

6.7. Standard “Programme evaluation”

- After graduation SSMU, upon confirmation of the acquired knowledge and skills, foreign students receive high scores in their country and the opportunity to have place in a job, which indicates the high quality of training at SSMU.
- SSMU students are provided with the necessary resources completely: equipped classrooms, clinical sites, computers, the Internet, literature on paper and electronic media, dormitories, the possibility of in-depth study of foreign languages.

6.8. Standard “Management and administration”

- SSMU has clearly distributed authorities and responsibilities among structural units, management and collegial bodies for the development, coordination and approval of major professional academic programme of higher education.
- SSMU has fully equipped 2 multi-profile accreditation and simulation centers; their activities are aimed at mastering various manipulations by students and practitioners, acquiring strong skills of their performance.
- SSMU has a system of remuneration for the faculty and academic staff, taking into account achievements in their activities: payment for the publication of articles in international peer-reviewed scientific journals and Russian journals included in the list of HAC, supervisors of postgraduates for their timely defense, etc.
- To improve interaction with regional healthcare system, the SSMU introduced the position of Vice Principal for continuous professional education and the development of Regional Healthcare in the list of members of staff, which which allows SSMU to respond promptly to the requests of the region’s healthcare in the preparation and advanced training of medical personnel.
- The SSMU operates the only WHO center in Eastern Europe for capacity-building in antimicrobial resistance research and development, the structure of the university includes the Institute of Antimicrobial Chemotherapy, which contributes to the training of qualified personnel for the healthcare system.
- SSMU cooperates with WHO for capacity-building in antimicrobial resistance research and development, with organizations of education, science and practical healthcare of the Republic of Belarus, the Republic of Kazakhstan, Germany and other countries on the basis of agreements.

6.9. Standard “Continuous improvement”

- SSMU has the necessary resources for the continuous improvement of the educational process: equipped classrooms, clinical sites, computers, the Internet, printed and digital literature resources, dormitories.
- Collaborating with WHO at solving problems for capacity building in antimicrobial resistance SSMU conducts prospective studies with the participation of students, the results of which are implemented in the learning process.
- SSMU has postgraduate studies, there are Dissertation Council (Д 208.097.03) for 2 clinical scientific specialties (“Pediatrics”, “Pharmacology, clinical pharmacology”), which contributes, among other items, to the formation of a highly qualified pool of teaching staff for SSMU.



(VIII) REVIEW OF RECOMMENDATIONS ON QUALITY IMPROVEMENT ON EACH STANDARD

The EEP suggests the following recommendations on quality improvement on each standard:

6.1. Standard “Mission and outcomes”

- The medical educational organization is recommended to reformulate the mission, taking into account the educational strategy of the university, which involves the training of specialists of high professional competence that meets the needs of practical healthcare and the expectations of society as a whole; provide an opportunity for all stakeholders to take part in the formulation of the mission and provide wide access to it to stakeholders and the public (*deadlines – until 12/31/2021*).

6.2. Standard “Academic programme”

- It is recommended to increase the proportion of employers in the university’s management bodies up to 10% as well as representatives of other stakeholders for more active their involvement in the management of academic programmes (*deadline – until 09/01/2022*).

6.3. Standard “Students assessment”

- It is recommended to increase the validity of the assessment funds through internal and external expertise in order to ensure the quality and objectivity of student assessment (*deadline – until 08/31/2022*).
- It is recommended to ensure constant monitoring of the quality of the academic programmes implementation by all stakeholders (*time for performance – regularly*).

6.4. Standard “Students”

- It is recommended to increase the proportion of various level students in the university’s management bodies up to 10% for their more active involvement in the management of academic programmes (*deadline – until 08/31/2022*).
- Based on the survey of students, the EEP recommends to increase the efficiency of the academic counseling system, to provide for a variety of its forms and maximal involvement of faculty and academic staff (*deadline – until 08/31/2022*).

6.5. Standard “Educational resources”

- To ensure compliance with the WHO and Rospotrebnadzor recommendations on the prevention of the novel coronavirus infection among employees and students while implementing the offline educational process during the pandemic (*deadline – until 02/01/2022*).
- To expand the possibilities of external expertise in the field of medical education to develop the employees’ potential (*time for performance – regularly*).

6.6. Standard “Management and administration”

- To increase the level of involvement of representatives of all stakeholders to the SSMU management structures (*deadlines – until 09/01/2022*).

Appendix 1. "PARAMETERS OF THE INSTITUTIONAL PROFILE"

No.	No.	Criteria No.	ASSESSMENT CRITERIA	Institution of education assessment			
				Strong	Satisfactory	Expects improvements	Unsatisfactory
		1.	"MISSION AND OUTCOMES"				
		1.1	Defining the mission statement				
1	1	1.1.1	The medical institution of education must define its <i>mission</i> and communicate it to stakeholders and the health sector.		+		
			The mission statement must contain goals and an educational strategy to train a competent doctor at the level of basic medical education:				
2	2	1.1.2	with an appropriate basis for further career in any field of medicine, including all types of medical practice, administrative medicine and scientific research in medicine.		+		
3	3	1.1.3	able to fulfill the role and function of a doctor in compliance with the healthcare sector requirements.		+		
4	4	1.1.4	prepared for postgraduate education.		+		
5	5	1.1.5	with a commitment to lifelong learning, including professional responsibility to support the level of knowledge and skills through performance assessment, auditing, learning from own practice and recognized activities in the <i>CPD / CME</i> .		+		
6	6	1.1.6	Medical institution of education should ensure that the stated mission covers advances in medical research in the biomedical, clinical, behavioral and social sciences.		+		
7	7	1.1.7	Medical institution of education should ensure that the stated mission covers aspects of global health and reflects major international health issues		+		
		1.2	Participation in defining the mission statement				
8	8	1.2.1	Medical institution of education must ensure that <i>the main stakeholders</i> are involved in defining the mission statement.		+		
9	9	1.2.2	Medical institution of education should ensure that the stated mission is based on the opinions / suggestions of other <i>relevant stakeholders</i> .		+		
		1.3	Institutional autonomy and academic freedom				
			Medical institution of education must have <i>institutional autonomy</i> for the development and implementation of a policy for which the administration and teaching staff are responsible for in relation to the following:				
10	10	1.3.1	development and elaboration of the academic programme;		+		
11	11	1.3.2	use of allocated resources required for the implementation of the academic programme.		+		
			Medical institution of education should guarantee <i>academic freedom</i> to its employees and students:				
12	12	1.3.3	in relation to the current academic programme, which will be allowed to rely on different points of view in the description and analysis of medical issues;		+		

12	12	1.3.4	in the ability to use the results of new research to improve the study of specific disciplines / issues without extending the academic programme.	+			
		1.4	Final learning outcomes				
		1.4.1	The medical institution of education must determine the <i>expected learning outcomes</i> that students should manifest upon completion, regarding:				
13	13		their achievements at a basic level in terms of knowledge, skills and abilities;		+		
14	14		an appropriate basis for a future career in any medical area;		+		
15	15		their future roles in the health sector;		+		
16	16		student's subsequent postgraduate training;		+		
17	17		student's commitment to lifelong learning;		+		
18	18		health and sanitary needs, healthcare system needs and other aspects of social responsibility.		+		
19	19	1.4.2	Medical institution of education must ensure that the student fulfills obligations of proper behavior towards doctors, teachers, patients and their relatives in accordance with the appropriate behavioral norms.		+		
20	20	1.4.3	Medical institution of education should determine and coordinate the connection of the final learning outcomes, required on completion, with those required in post-graduate education;		+		
21	21	1.4.4	Medical institution of education should determine the results of students' involvement in conducting medical research;		+		
22	22	1.4.5	Medical institution of education should pay attention to the outcomes related to global health.		+		
23	23	1.4.6	Medical institution of education should use the assessment results of graduates' competencies as a feedback tool to improve the academic programme.		+		
			Total	1	23	-	-
		2	ACADEMIC PROGRAMME				
		2.1	Academic programme model and learning methods				
24	1	2.1.1	The medical institution of education should define an academic programme, including an integrated model based on disciplines, systems of bodies, clinical problems and diseases, a model based on a modular or spiral design.		+		
25	2	2.1.2	The medical institution of education must determine the <i>teaching and learning</i> methods used that encourage, train and support students in taking responsibility for their educational process.		+		
26	3	2.1.3	The medical institution of education should ensure that the academic programme develops students' lifelong learning abilities.		+		
27	4	2.1.4	Medical institution of education must ensure that the academic programme is implemented in accordance with the principles of equality.		+		
28	5	2.1.5	Medical institution of education should use teaching and learning methods based on the modern theory of adult education.	+			
		2.2	Scientific method				
		2.2.1	Throughout the entire programme of study, the medical institution of education should teach students:				
29	6		principles of scientific methodology, including methods of analytical and critical thinking;		+		
30	7		scientific research methods in medicine;		+		
31	8		evidence-based medicine,		+		
32	9		<i>which requires the appropriate competence of teachers and will be a compulsory part of the academic programme.</i>	+			

33	10	2.2.2	Medical institution of education should include in the academic programme <i>elements of basic or applied research</i> for the formation of scientific thinking and the application of scientific research methods.		+		
34	11	2.2.3	Medical institution of education should promote the involvement of students in conducting or participating in research projects.		+		
			Basic biomedical sciences				
			Medical institution of education should define and include in the academic programme:				
35	12	2.3.1	achievements of <i>basic biomedical sciences</i> to develop students' understanding of scientific knowledge;	+			
36	13	2.3.2	concepts and methods that are fundamental to the acquisition and application of clinical scientific knowledge.		+		
			Medical institution of education should in the academic programme adjust and introduce new achievements of biomedical sciences for:				
37	14	2.3.3	scientific, technological and clinical developments;		+		
38	15	2.3.4	current and expected needs of the community and the health care system.		+		
		2.4	Behavioral and social sciences and medical ethics				
		2.4.1	Medical institution of education must determine and include in the academic programme the achievements of:				
39	16		<i>behavioral sciences;</i>		+		
40	17		<i>social sciences;</i>		+		
41	18		<i>medical ethics;</i>		+		
42	19		<i>medical jurisprudence, which will provide the knowledge, concepts, methods, skills and attitudes necessary to understand the socioeconomic, demographic and cultural conditions, causes, distribution and consequences of medical health problems, as well as knowledge about the national health system and patient rights, which will facilitate the analysis of public health problems, effective communication, clinical decision making and ethical practice.</i>		+		
		2.4.2	The medical institution of education should adjust and introduce new achievements in the behavioral and social sciences and also medical ethics for:				
43	20		scientific, technological and clinical developments;		+		
44	21		current and expected needs of the community and the health care system.		+		
45	22		changing demographic and cultural conditions.		+		
		2.5	Clinical sciences and skills				
			The medical institution of education should in the academic programme define and implement the achievements of clinical sciences and ensure that students:				
46	23	2.5.1	acquire sufficient knowledge, clinical and professional skills to assume appropriate responsibilities, including activities related to health promotion, disease prevention and patient care;		+		
47	24	2.5.2	conduct a reasonable part (one third) of the programme in scheduled contact with patients, including review of the goal, of the appropriate number and their adequacy for training in the relevant clinical bases;		+		
48	25	2.5.3	carry out work on health promotion and prevention.	+			
49	26	2.5.4	The medical institution of education must establish a certain amount of time for training of the <i>main clinical disciplines, including internal diseases, surgery, psychiatry, general medical practice (family medicine), obstetrics and gynecology, pediatrics.</i>		+		

50	27	2.5.5	The medical institution of education should organize clinical training with appropriate attention to patient safety, including monitoring the activities performed by the student in a clinical setting.		+		
			The medical institution of education should adjust and introduce new clinical science achievements in the academic programme for:				
51	28	2.5.6	scientific, technological and clinical developments;		+		
52	29	2.5.7	current and expected needs of the community and the health care system.		+		
53	30	2.5.8	The medical institution of education should ensure that every student has early contact with real patients, including his gradual participation in assisting the patient, including responsibility for the examination and / or treatment of the patient under supervision, which is carried out in appropriate clinical bases.		+		
54	31	2.5.9	The medical institution of education should structure the various components of clinical skills in accordance with the specific stage of the training programme.		+		
		2.6	Structure of the academic programme, content and duration				
55	32	2.6.1	The medical institution of education should give a description of the content, scope and sequence of courses and other elements of the academic programme in order to ensure that the appropriate proportions between the basic biomedical, behavioral, social and clinical disciplines is observed.		+		
			The medical institution of education should in the academic programme:				
56	33	2.6.2	provide horizontal integration of related sciences and disciplines;		+		
57	34	2.6.3	provide vertical integration of clinical sciences with basic biomedical, behavioral and social sciences;		+		
58	35	2.6.4	provide the possibility of elective content (electives) and determine the balance between the compulsory and elective parts of the academic programme, including a combination of compulsory elements and electives or special components of choice;		+		
59	36	2.6.5	determine the relationship with complementary medicine, including non-traditional, traditional or alternative practice.		Not applicable		
		2.7	Programme management				
60	37	2.7.1	The medical institution of education must determine the structural unit responsible for the academic programmes, which, under the academic leadership, shall be responsible and have the authority to plan and implement the academic programme, including the allocation of given resources for planning and introduction of teaching and learning methods, students, academic programme and learning courses assessment in order to achieve the final learning outcomes.		+		
61	38	2.7.2	Medical institution of education must guarantee representation of teachers and students in the structural unit responsible for academic programmes.			+	
62	39	2.7.3	Medical institution of education should , through the structural unit, responsible for academic programmes, plan and implement innovations in the academic programme.		+		
63	40	2.7.4	Medical institution of education should include representatives from <i>other relevant stakeholders</i> , in the structure of the medical education organization responsible for academic programmes, <i>including other participants of the learning process, representatives from clinical sites,</i>			+	

			<i>graduates of medical education organizations, health professionals involved in the training process or other faculty members of the university.</i>				
		2.8	The link with medical practice and health care system				
64	41	2.8.1	The medical institution of education should provide an operational link between the academic programme and the subsequent stages of vocational training (internship, specialization, CPD / CME) or practice that the student will begin after graduation, including defining health problems and required learning outcomes, clearly determining and describing elements of academic programmes and their links at various stages of training and practice, with due regard to local, national, regional and global conditions, and also feedback to / from the health sector and the participation of teachers and students in the work of a team of specialists in the provision of medical aid.		+		
			Medical institution of education should ensure that the structural unit responsible for the academic programme:				
65	42	2.8.2	takes into account the particular conditions in which graduates have to work and modify the academic programme accordingly;		+		
66	43	2.8.3	reviews the modification of the academic programme based on feedback from the public and society as a whole.		+		
			Total	4	36	2	-
		3.	STUDENTS ASSESSMENT				
		3.1	Assessment methods				
			Medical institution of education must :				
67	1	3.1.1	determine, approve and publish the <i>principles, methods and practices used to assess students</i> , including the number of exams and other tests, the balance between the written and oral exams, the use of assessment methods based on criteria and reasoning, and special exams (CSVE or the Mini-clinical exam), as well as determine the criteria for setting passing scores, grades and the number of allowed retakes;		+		
68	2	3.1.2	ensure that the assessment covers knowledge, skills and attitudes to learning;	+			
69	3	3.1.3	use a wide range of assessment methods and formats depending on their “utility assessment”, which includes a combination of validity, reliability, impact on training, acceptability and effectiveness of methods and format of assessment;		+		
70	4	3.1.4	guarantee that assessment methods and results avoid conflicts of interest;		+		
71	5	3.1.5	ensure that the evaluation process and methods are open (accessible) for inspection by external experts;		+		
72	6	3.1.6	use the system to appeal the assessment results.		+		
			Medical institution of education should :				
73	7	3.1.7	<i>document and evaluate the reliability and validity of evaluation methods, which requires an appropriate process to ensure the quality of existing assessment practices;</i>			+	
74	8	3.1.8	introduce the new, demand-driven assessment methods;		+		
75	9	3.1.9	use the system to appeal the assessment results.		+		
		3.2	The link between assessment and learning				
			Medical institution of education must use the principles, methods and practice of assessment, including students' learning achievements and assessment of knowledge, skills, professional values of relationships that:				

76	10	3.2.1	clearly comparable with the learning and teaching outcomes;		+		
77	11	3.2.2	guarantee that students achieve final learning outcomes;		+		
78	12	3.2.3	promote learning;		+		
79	13	3.2.4	provide an appropriate balance between formative and summative assessment in order to manage learning and <i>evaluate the student's academic progress, which requires the establishment of rules for assessing progress and their links with the assessment process.</i>		+		
			Medical institution of education should :		+		
80	14	3.2.5	<i>regulate the number and nature of examinations of the various elements of the academic programme in order to facilitate the acquisition of knowledge and integrated learning and to avoid adverse effects on the learning process and eliminate the need to study excessive amounts of information and overload of the academic programme;</i>				
81	15	3.2.6	guarantee the provision of timely, precise, constructive and fair feedback to students based on the assessment outcomes.		+		
			Total	1	13	1	-
			4. STUDENTS				
			4.1 Admission and selection policy				
			Medical institution of education must :				
82	1	4.1.1	define and implement an admission policy based on the principles of objectivity, including a clear setting for students selection;		+		
83	2	4.1.2	<i>have a policy and introduce the practice of admitting students with disabilities in accordance with applicable laws and regulatory documents of the country;</i>		+		
84	3	4.1.3	have a policy and introduce the practice of transferring students from other programmes and medical education organizations.		+		
			Medical institution of education should :		+		
85	4	4.1.4	establish the links between the students' selection and the mission of the medical institution of education, the academic programme and the desired quality of graduates;		+		
86	5	4.1.5	<i>periodically review admission policies based on the relevant data from the public and professionals in order to satisfy the health demands of the population and society as a whole, including review of student enrollment taking into account their gender, ethnicity and language, and the potential need for special admission policies for the low income students and national minorities;</i>		+		
87	6	4.1.6	use the system to appeal admission decisions.		+		
			4.2 Student recruitment				
88	7	4.2.1	The medical institution of education must determine the number of enrolled students in accordance with the material and technical capabilities at all stages of education and training, and making decisions on the recruitment of students implies the need to regulate national requirements for human resources for healthcare when medical institutions of education do not control the number of recruited students, then responsibilities should be demonstrated by explaining all relations, paying attention to the consequences of the decisions made (imbalance between the student enrollment and the material, technical and academic potential of the university).		+		
89	8	4.2.2	Medical institution of education should periodically review the number and admitted students' population in consultation <i>with the relevant stakeholders responsible for planning and developing human resources in the health</i>		+		

			<i>sector, as well as with experts and organizations on global aspects of human health resources (such as insufficient and uneven distribution of human resources in healthcare, migration of doctors, the opening of new medical institutions of higher education) and introduce regulations to meet the health needs of the population and society as a whole.</i>				
		4.3	Student counseling and support				
			Medical institution of education must :				
90	1	4.3.1	have a system of <i>academic counseling for its students, which includes issues related to the choice of electives, preparation for postgraduate education, career planning, appointment of academic mentors (supervisors) for individual students or small groups of students;</i>			+	
91	2	4.3.2	offer a student support programme aimed at <i>social, financial and personal needs, which includes support due to social and personal problems and events, health and financial problems, access to medical care, immunization programmes and health insurance, as well as financial assistance services in the form of material assistance, scholarships and loans;</i>		+		
92	3	4.3.3	allocate resources to support students;	+			
93	4	4.3.4	ensure confidentiality regarding counseling and support.		+		
			Medical institution of education should provide counseling:				
94	5	4.3.5	based on monitoring of student progress and addressing students' social and personal needs, including academic support, support for personal problems and situations, health problems, financial issues;		+		
95	6	4.3.6	includes counseling and career planning.		+		
		4.4	Student representation				
96	7	4.4.1	Medical institution of education must determine and implement the <i>policy of student representation</i> and their <i>respective participation</i> in the definition of the mission, the development, management and evaluation of the academic programme, and other students related issues.			+	
97	8	4.4.2	Medical institutions of education should <i>promote and support student activities</i> and student organizations, including <i>the provision of technical and financial support to student organizations.</i>	+			
			Total	2	12	2	-
		5.	ACADEMIC STAFF / TEACHERS				
		5.1	Selection and Recruitment Policy				
			Medical institution of education must determine and implement a <i>policy of selection and admission of employees, which:</i>				
98	1	5.1.1	determines their category, responsibility and <i>balance of teaching staff / teachers</i> of basic biomedical sciences, behavioral and social sciences and clinical sciences for the adequate implementation of the academic programme, including the proper link between medical and non-medical teachers, full-time and part-time teachers, and the balance between academic and non-academic staff;		+		
99	2	5.1.2	contains criteria for the scientific, pedagogical, and clinical merits of applicants, including the appropriate balance between pedagogical, scientific, and clinical qualifications;		+		
100	3	5.1.3	identifies and monitors the responsibilities of teaching staff / teachers of basic biomedical sciences, behavioral and social sciences and clinical sciences.		+		

			Medical institution of education should in its policy for the selection and reception of staff to consider such criteria as:				
101	4	5.1.4	<i>relation to its mission, significance of local conditions, including gender, nationality, religion, language and other conditions related to the medical institution of education and academic programme;</i>		+		
102	5	5.1.5	<i>economic opportunities that take into account the institutional conditions for financing employees and the efficient use of resources.</i>		+		
		5.2	Development policy and employee activities				
			Medical institution of education must determine and implement the policy of the activities and development of employees, which:				
104	6	5.2.1	<i>allows to maintain a balance between teaching, scientific and service functions, which include the establishment of time for each activity, taking into account the needs of the medical institution of education and professional qualifications of teachers;</i>		+		
105	7	5.2.2	<i>guarantees deserved recognition of its academic activities, with an appropriate focus on pedagogical, research and clinical qualifications, and is carried out in the form of awards, promotion and/or remuneration;</i>	+			
106	8	5.2.3	<i>ensures that clinical activities and research are used in teaching and learning;</i>	+			
107	9	5.2.4	<i>guarantees the adequacy of knowledge by each employee of the academic programme, which includes knowledge of the methods of teaching/learning and the general content of the academic programme, and other disciplines and subject areas in order to encourage cooperation and integration;</i>		+		
108	10	5.2.5	<i>includes training, development, support and evaluation of teachers, which involves all teachers, not only newly recruited, but also teachers from hospitals and clinics.</i>		+		
			Medical institution of education should :				
109	11	5.2.6	<i>take into account the proportion of "teacher-student" depending on the various components of the academic programme;</i>		+		
110	12	5.2.7	<i>develop and implement employee promotion policy.</i>	+			
			Total	3	9	-	-
		6.	EDUCATIONAL RESOURCES				
		6.1	Material and technical base				
			Medical institution of education should :				
111	1	6.1.1	<i>have a sufficient material and technical base for teachers and students to ensure adequate implementation of the academic programme;</i>		+		
112	2	6.1.2	<i>provide a safe environment for employees, students, patients and those who takes care of them, including provision of the necessary information and protection from harmful substances, microorganisms, compliance with safety regulations in the laboratory and while using the equipment.</i>			+	
113	3	6.1.3	<i>includes training, development, support and evaluation of teachers, which involves all teachers, not only newly recruited, but also teachers from hospitals and clinics.</i>	+			
		6.2	Clinical training resources				
			The medical institution of education must provide the necessary resources for students to acquire adequate clinical experience, including sufficient:				
114	4	6.2.1	<i>number and category of patients;</i>		+		

115	5	6.2.2	number and categories of <i>clinical sites</i> , which include <i>clinics, outpatient services (including primary health care), primary health care facilities, health centers and other institutions rendering medical care services to the population, and clinical skills centers / laboratories that allow to conduct clinical training, using the capabilities of clinical bases and ensure rotation on the main clinical disciplines;</i>		+		
116	6	6.2.3	observation of students' clinical practice.		+		
117	7	6.2.4	Medical institution of education should study and evaluate , adapt and improve resources for clinical training to meet the needs of the population served, which will include <i>relevance and quality for clinical training programmes regarding clinical sites, equipment, number and category of patients and clinical practice, observation as a supervisor and administration.</i>		+		
		6.3	Information Technology				
118	8	6.3.1	Medical institution of education must determine and implement a policy that aims at <i>the effective use and evaluation of the relevant information and communication technologies in the academic programme.</i>		+		
119	9	6.3.2	Medical institution of education must provide access to network or other e-media outlets		+		
			Medical institution of education should provide opportunities for teachers and students to use information and communication technologies:				
120	10	6.3.3	for self-study;		+		
121	11	6.3.4	access to information;		+		
122	12	6.3.5	case management;		+		
123	13	6.3.6	healthcare jobs.		+		
124	14	6.3.7	Medical institution of education should ensure that students have access to relevant patient data and healthcare information systems.				
		6.4	Medical research and scientific achievements				
			Medical institution of education must :				
125	15	6.4.1	have <i>research activities in the field of medicine and scientific achievements</i> as the basis for the academic programme;	+			
126	16	6.4.2	identify and implement a policy that promotes the link between the research and education;	+			
127	17	6.4.3	provide information on the research base and priority areas in the field of scientific research of the medical institution of education;	+			
128	18	6.4.4	use medical research as the basis for a study programme	+			
			Medical institutions of education should guarantee that the link between research and education:				
129	19	6.4.5	is taken into account in teaching;	+			
130	20	6.4.6	encourages and trains students to participate in medical research and development.		+		
		6.5	Inspection review in the field of education				
			Medical institution of education must :				
131	21	6.5.1	have access to <i>education related inspection reviews</i> , where necessary, and conduct such reviews that examine the processes, practices and problems of medical education and may involve doctors with experience in conducting research in medical education, psychologists and sociologists in the field of education, or involving experts from other national and international institutions.		+		
			Medical institution of education must determine and implement a policy on the inspection reviews in the field of education:				
132	22	6.5.2	in the development of an academic programme;		+		

133	23	6.5.3	in developing teaching methods and assessing knowledge and skills.		+		
			Medical institution of education should :				
134	24	6.5.4	provide evidence of the internal or external inspection reviews in the field of medical education to develop the potential of employees;			+	
135	25	6.5.5	pay due attention to the development of <i>inspection reviews in education related evaluations and research in medical education as a discipline, including the study of theoretical, practical and social issues in medical education</i> ;		+		
136	26	6.5.6	promote the aspirations and interests of staff in conducting research on medical education.		+		
		6.6	Exchange in education				
			Medical institution of education must define and implement a policy for:				
137	27	6.6.1	cooperation at the national and international levels with other medical institutions of higher education;	+			
138	28	6.6.2	<i>the transfer and offsetting of studying credits, which includes review of the scope limits of the academic programme, which may be transferred from other educational organizations and which may be facilitated by concluding agreements on mutual recognition of academic programme elements and active coordination of programmes between medical institutions of education as well as the use of a transparent system of credits and flexible course requirements.</i>	+			
			Medical institution of education should :				
139	29	6.6.3	promote regional and international exchange of staff (academic, administrative and teaching staff) and students by providing appropriate resources;	+			
140	30	6.6.4	guarantee that the exchange is organized in accordance with the objectives, taking into account the needs of employees, students, and with respect for ethical principles.		+		
			Total	9	19	2	-
		7.	PROGRAMME EVALUATION				
		7.1	Programme monitoring and evaluation mechanisms				
			Medical institution of education must				
141	1	7.1.1	have a process and outcome <i>monitoring programme</i> that stipulates collection and analysis of <i>data on key aspects of the academic programme in order to ensure that the educational process is implemented appropriately and to identify any areas that require interventions, as well as collection of data which is part of the administrative procedures associated with students admission, assessment and completion of training.</i>		+		
142	2	7.1.2	control that the relevant assessment results affect the curriculum		+		
			The medical institution of education must establish and apply mechanisms for evaluation of the academic programme, which:				
143	3	7.1.3	is focused on the academic programme and its <i>main components, including the model of the academic programme, the structure, content and duration of the academic programme, and the use of compulsory and elective parts</i> ;		+		
144	4	7.1.4	student progress centered;		+		
145	5	7.1.5	identify and review <i>problems that include the lack of achievement of the expected learning outcomes</i> , and will assume that the information received about the learning outcomes, including on the identified deficiencies and		+		

			problems, will be used as feedback for activities and corrective action plans to improve the academic programme and disciplines curriculum;				
			Medical institution of education should periodically conduct a comprehensive <i>evaluation of the academic programme</i> , focused on:				
146	6	7.1.6	<i>the context of the educational process, which includes the organization and resources, the learning environment and the culture of the medical institution of education;</i>		+		
147	7	7.1.7	<i>special components of the academic programme, which include a description of the discipline and methods of teaching and learning, clinical rotations and assessment methods;</i>		+		
148	8	7.1.8	<i>general outcomes, which will be measured based on the national exams, international exams, career choices and postgraduate studies;</i>	+			
149	9	7.1.9	Medical institution of education should rely on social responsibility/accountability.		+		
		7.2	Teacher and student feedback				
150	10	7.2.1	The medical institution of education must systematically collect, analyze, and provide teachers and students with feedback that includes <i>information about the process and products of the academic programme, and also contains information about unfair practices or improper behavior of teachers or students with and/or legal consequences.</i>		+		
151	11	7.2.2	Medical institution of education should use feedback results to improve the academic programme.		+		
		7.3	Students' learning performance				
			Medical institution of education should analyze the educational achievements of students and graduates in relation to:				
152	12	7.3.1	<i>its mission and learning outcomes</i> of the academic programme, which contains information on the average duration of studies, grades, the frequency of passing and failures in examinations, cases of successful completion and deduction, students' reports on the conditions of training in the completed courses, the time spent to study areas of interest, including on elective components, as well as interviews with students on the repeat courses, and interviews with students who quit from their studies;		+		
153	13	7.3.2	academic program;		+		
154	14	7.3.3.	availability of resources.	+			
			Medical institution of education should analyze the students' studying achievements regarding:				
155	15	7.3.4	<i>their prior experience and conditions, including social, economic, cultural conditions;</i>		+		
156	16	7.3.5	level of training at the time of admission to the medical education organization.		+		
			Medical institution of education should use the analysis of students' studying achievements to provide feedback to the structural units responsible for:				
157	17	7.3.6	students selection;		+		
158	18	7.3.7	academic programme planning;		+		
159	19	7.3.8	students consulting.		+		
		7.4	Stakeholder involvement				
			Medical institution of education in its programme of monitoring and evaluation of the academic programme must involve:				
160	20	7.4.1	teaching staff and students;		+		
161	21	7.4.2	its administration and management.		+		
			<i>For other stakeholders, including other representatives of academic and administrative staff, members of the public,</i>				

			<i>authorized education and health authorities, professional organizations, as well as those responsible for post-graduate education:</i>				
162	22	7.4.3	provide access to the evaluation results of the course and academic programme;		+		
163	23	7.4.4	collect and study feedback from them on the clinical practice of graduates;		+		
164	24	7.4.5	collect and study feedback from them on the academic programme.		+		
			Total	2	22	-	-
		8.	MANAGEMENT AND ADMINISTRATION				
		8.1	Management				
165	1	8.1.1	Medical institution of education must determine the management structures and functions, including their <i>links with the university, if the medical institution of education is affiliated with or a branch of the university.</i>	Not applicable			
			Medical institution of education should in their management structures determine the <i>structural units with the establishment of the responsibility of each structural unit and include in their composition:</i>				
166	2	8.1.2	representatives of teaching staff;		+		
167	3	8.1.3	students;			+	
168	4	8.1.4	<i>other stakeholders including representatives from the ministry of education and health, the healthcare industry and the public.</i>		+		
169	5	8.1.5	Medical institution of education should ensure the <i>transparency</i> of the management system and decisions that are published in <i>bulletins, posted on the website of the higher education institution, included in the protocols for review and implementation.</i>		+		
		8.2	Academic leadership				
170	6	8.2.1	Medical institution of education must clearly define the responsibility of <i>academic leadership</i> in the development and management of the academic programme.	+			
171	7	8.2.2	Medical institution of education should periodically assess academic leadership regarding the achievement of its mission and the final study results.		+		
		8.3	Budget for learning and resource allocation				
			Medical institution of education must:				
172	8	8.3.1	have a clear set of responsibilities and authorities to provide the academic programme with resources, including a targeted budget for training;		+		
173	9	8.3.2	allocate resources necessary for the implementation of the academic programme and distribute educational resources in accordance with the correspondent needs.	+			
174	10	8.3.3	The system of financing the medical institution of education should be based on the principles of efficiency, effectiveness, priority, transparency, responsibility, differentiation and independence of all levels of budgets.		+		
			Medical institution of education should:				
175	11	8.3.4	provide sufficient autonomy in the allocation of resources, including a decent remuneration of teachers in order to achieve the final learning outcomes;	+			
176	12	8.3.5	in the allocation of resources, take into account scientific advances in medicine and the problems of public health and correspondent needs.	+			
		8.4	Administrative staff and management				
			Medical institution of education must have the <i>appropriate administrative staff, including their number and composition in correspondence with the qualifications, in order to:</i>				

177	13	8.4.1	ensure the implementation of the academic programme and relevant activities;		+		
178	14	8.4.2	guarantee proper management and allocation of resources.		+		
179	15	8.4.3	The Medical institution of education should develop and implement an internal quality assurance management programme, including review of the needs for improvement, and conduct regular management review and analysis.		+		
		8.5	Interaction with the healthcare sector				
180	16	8.5.1	Medical institution of education must develop <i>a constructive interaction</i> with the healthcare sector, with related health industries at the society and the government levels, <i>including the exchange of information, cooperation and initiatives of the organization, which contributes to the provision of qualified doctors in accordance with the needs of society.</i>	+			
181	17	8.5.2	Medical institution of education should be given an <i>official status of cooperation</i> with partners in the healthcare sector, which includes <i>the conclusion of formal agreements with the definition of the content and forms of cooperation and/or concluding a joint contract and the establishment of a coordinating committee, and joint activities.</i>	+			
			Total	6	9	1	-
		9.	CONTINUOUS IMPROVEMENT				
			Medical institution of education must as a dynamic and socially responsible institution:				
182	1	9.1.1	initiate procedures for regular review and revision of the content, results/competences, assessment and learning environment, structures and functions, document and correct deficiencies;		+		
183	2	9.1.2	allocate resources for continuous improvement.		+		
			Medical institution of education should :				
184	3	9.1.3	base the update process on prospective studies and analysis and on the results of own research, evaluation, and medical education related literature;		+		
185	4	9.1.4	guarantee that the process of renewal and restructuring leads to a revision of its policy and practice in accordance with previous experience, current activities and future prospects; direct the update process to the following:		+		
186	5	9.1.5	Adaptation of the Regulations on the mission and final outcomes to the scientific, socio-economic and cultural development of society.		+		
187	6	9.1.6	Modification of graduates' final learning outcomes in accordance with the documented needs of the postgraduate training environment, including clinical skills, training in public health issues and participation in the process of providing medical care to patients in accordance with the duties assigned to graduates after graduation.		+		
188	7	9.1.7	Adaptation of the academic programme model and methodological approaches to ensure that they are relevant and appropriate and take into account modern theories in education, the methodology of adult education, the principles of active learning.		+		
189	8	9.1.8	Correction of the elements of the academic programme and their interrelation in accordance with achievements in the biomedical, behavioral, social and clinical sciences, with changes in the demographic situation and health status/morbidity structure of the population and socio-economic and cultural conditions, and the adjustment process will ensure the inclusion of new relevant knowledge, concepts and methods, and the elimination of outdated ones.		+		

190	9	9.1.9	Development of evaluation principles, and methods of conducting and the number of examinations in accordance with changes in the final learning outcomes and methods of teaching and learning.		+		
191	10	9.1.10	Adaptation of a student recruitment policy and student selection methods taking into account changing expectations and circumstances, needs for human resources, changes in the pre-university education system and the demands of the academic programme.		+		
192	11	9.1.11	Adaptation of a recruitment policy and the formation of academic staff in accordance with changing needs.	+			
193	12	9.1.12	Upgrading educational resources to meet changing needs, such as student enrollment, a number and profile of academic staff, an academic programme.		+		
194	13	9.1.13	Improving the process of monitoring and evaluation of the academic programme .		+		
195	14	9.1.14	Improving the organizational structure and management principles to ensure effective operations in a changing circumstances and needs, and, in the long term, to meet the interests of various groups of stakeholders.		+		
			Total	3	11	-	-
			GRAND TOTAL	31	154	8	-



Appendix 2. PROGRAMME OF EEP VISIT TO THE EDUCATIONAL ORGANIZATION



СМОЛЕНСКИЙ ГОСУДАРСТВЕННЫЙ
МЕДИЦИНСКИЙ УНИВЕРСИТЕТ
SMOLENSK STATE MEDICAL UNIVERSITY



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

AGREED

Rector of FSBEI HE SSMU MOH Russia
Corresponding Member of Russian Academy of
Sciences _____ R.S. Kozlov

2021 «__» _____

APPROVED

General Director, Independent Agency for
Accreditation and Rating
_____ A.B. Zhumagulova

2021 «__» _____

**PROGRAMME
OF THE VISIT FOR THE IAAR EXTERNAL EXPERT PANEL (HYBRID FORMAT)
INDEPENDENT AGENCY FOR ACCREDITATION AND RATING (IAAR)
to Federal State Budgetary Educational Institution of Higher Education
“Smolensk State Medical University”
of the Ministry of Healthcare of the Russian Federation
INSTITUTIONAL ACCREDITATION**

Date of the visit: November 16-18, 2021

Date and time	EEP work with target groups	Full name and job title of the target groups	Venue
November 15, 2021			
19.00-20.00	Preliminary meeting of the EEP team (distribution of responsibilities, discussion of the key issues and the visit programme)	<i>External experts of the IAAR</i>	Joining the Zoom meeting https://us02web.zoom.us/j/5332046823 ID: 533 204 6823 <i>(for EEP only)</i>
Day 1: November 16, 2021			
09.00-09.30	Discussion of the organizational issues with experts	<i>External experts of the IAAR</i>	Joining the Zoom meeting https://us02web.zoom.us/j/5332046823 ID: 533 204 6823 <i>(for EEP only)</i>
09.30-10.00	Meeting with the head of EO	Rector – post-doctoral degree in medicine, Professor, Corresponding Member of the Russian Academy of Sciences <i>Roman Sergeevich Kozlov</i>	Joining the Zoom meeting https://us02web.zoom.us/j/5332046823 ID: 533 204 6823
10.00-10.10	Technical break		
10.10-11.00	Meeting with the deputy heads of the organization (Vice Principals, Deputy director, Vice-presidents)	<ol style="list-style-type: none"> 1. Vice Principal for Academic Affairs and Educational Work, Professor, Post-Doctoral Degree in Medicine <i>Sergey Yurievich Abrosimov</i> 2. Vice Principal for CPE and Regional Healthcare Development, Associate Professor, Post-Doctoral Degree in Medicine <i>Natalia Nikolaevna Dekhnich</i> 3. Vice Principal for Scientific Work, Professor, Post-Doctoral Degree in Medicine <i>Vladimir Vladimirovich Bekezin</i> 4. Vice Principal for Strategic Development <i>Anna Alexandrovna Kozhurina</i> 5. Vice Principal for Administrative And Economic Work <i>Alexander Nikolaevich Gurin</i> 	Joining the Zoom meeting https://us02web.zoom.us/j/5332046823 ID: 533 204 6823
11.00-11.10	Technical break		
11.10-12.00	Meeting with the heads of structural units	Heads of structural units (Appendix 1)	Joining the Zoom meeting https://us02web.zoom.us/j/5332046823 ID: 533 204 6823
12.00-12.10	Technical break		

12.10-13.00	Interview with deans	<ol style="list-style-type: none"> 1. Dean of the Faculty of General Medicine <i>Sergey Vladimirovich Nikolaev</i> 2. Dean of the Faculty of Pediatrics <i>Denis Vladimirovich Sosin</i> 3. Dean of the Faculty of Dentistry <i>Valery Konstantinovich Kovalkov</i> 4. Dean of the Faculty of Pharmacy <i>Anna Vyacheslavovna Krikova</i> 5. Dean of the Faculty for Foreign Students <i>Mikhail Yurievich Dyakov</i> 6. Dean of the Faculty of Medical, Biological and Humanitarian Education <i>Alexander Sergeevich Novikov</i> 7. Dean of the Faculty of Clinical Psychology and Social Work <i>Elena Leonidovna Tsepova</i> 8. Dean of the Faculty of Continuing Professional Education <i>Victoria Rudolfovna Shashmurina</i> 	<p>Joining the Zoom meeting https://us02web.zoom.us/j/5332046823 ID: 533 204 6823</p>
13.00-14.00	Lunch		
14.00-14.20	Work of the EEP	<i>External experts of the IAAR</i>	<p>Joining the Zoom meeting https://us02web.zoom.us/j/5332046823 ID: 533 204 6823 <i>(for EEP only)</i></p>
14.20-16.00	Visual inspection of EO	<p>Administrative and educational building The 1st floor: lecture-theaters, assembly hall, sport hall, Department of Pharmacology, students' cloakroom, museum of SSMU history, student delivery desk of the scientific library; The 2nd floor: administration, dean offices, departments, Department of Pharmaceutical Technology, canteen; The 3rd floor: Department of the Linguistics, Department of Normal Physiology, Department of Pharmaceutical Management and Economics; The 4th floor: Department of Pathological Physiology, Department of Philosophy, Bioethics, History of Medicine and Social Sciences, Department of Clinical Psychology; The 5th floor: Department of General and Medical Chemistry, Department of General Hygiene. Educational building No. 1</p>	<p>Joining the Zoom meeting https://us02web.zoom.us/j/5332046823 ID: 533 204 6823</p>

		<p>Ground floor: students' cloakroom, canteen, Department of PE, Remedial Gymnastics and Sport Medicine;</p> <p>The 1st floor: Department of Physics, Mathematics and Medical Informatics, Department of PE, Remedial Gymnastics and Sport Medicine, Research and Development Center, Modern Research and Development Center;</p> <p>The 2nd floor: assembly hall, Department of Physics, Mathematics and Medical Informatics, Department of Public Health and Health Service, Department of Disaster Medicine and Public Health Preparedness;</p> <p>The 3rd floor: Department of Microbiology, Department of Biological and Bioorganic Chemistry;</p> <p>The 4th floor: lecture-theaters, Department of Biological and Bioorganic Chemistry, Department of Biology.</p> <p>Educational building No. 2</p> <p>The 1st floor: students' cloakroom, Department of Forensic Medicine and Medical Law;</p> <p>The 2nd floor: lecture-theater, Department of Histology, Cytology and Embryology;</p> <p>The 3rd floor: Department of Operative Surgery and Topographic Anatomy.</p> <p>Anatomical building: Department of Human Anatomy, Anatomical Museum.</p> <p>Multi-profile Accreditation and Simulation Center.</p> <p>Scientific library.</p> <p>Institute of Antimicrobial chemotherapy.</p> <p>Students' dormitories No. 2, 3, 4.</p> <p>Link to the "cloud" with a video about SSMU: https://cloud.mail.ru/public/feZK/oxr4pxYBy</p>	
16.00-16.10	Technical break		
16.10-17.30	Meeting with the Heads of Departments	Heads of Departments (Appendix 2)	Joining the Zoom meeting https://us02web.zoom.us/j/5332046823 ID: 533 204 6823
17.30-18.00	Work of the EEP (discussion of results and summarizing outcomes of the 1 st day)	<i>External experts of the IAAR</i>	Joining the Zoom meeting https://us02web.zoom.us/j/5332046823 ID: 533 204 6823 <i>(for EEP only)</i>

20.00-21.00	<i>Dinner</i>		
Day 2: November 16, 2021			
09.00-09.20	Work of the EEP (discussion of the organizational issues)	External experts of the IAAR	Joining the Zoom meeting https://us02web.zoom.us/j/5332046823 ID: 533 204 6823 <i>(for EEP only)</i>
09.20-10.20	Meeting with teachers	Teachers (Appendix 3)	Joining the Zoom meeting https://us02web.zoom.us/j/5332046823 ID: 533 204 6823
9.30-10.20	Questionnaire survey of lecturers (in parallel)	Teachers (Appendix 4)	The link to the questionnaire survey is sent to the e-mails of teachers
10.20-10.30	Technical break		
10.30-11.20	Meeting with students	Students (Appendix 5)	Joining the Zoom meeting https://us02web.zoom.us/j/5332046823 ID: 533 204 6823
11.00-12.30	Questionnaire survey of students (in parallel)	Students (Appendix 6)	The link to the questionnaire survey is sent to the e-mails of students
11.20-11.30	Technical break		
11.30-13.00	Working with departments' documents (<i>documents must be uploaded to the cloud in advance</i>) and attending classes	Link: https://cloud.mail.ru/public/feZK/oxr4pxYBy	Joining the Zoom meeting https://us02web.zoom.us/j/5332046823 ID: 533 204 6823
13.00-14.00	<i>Lunch</i>		
14.00-14.15	Work of the EEP (discussion of the organizational issues)	External experts of the IAAR	Joining the Zoom meeting https://us02web.zoom.us/j/5332046823 ID: 533 204 6823 <i>(for EEP only)</i>
14.15-15.00	Meeting with employers	Representatives of employers (Appendix 7)	Joining the Zoom meeting https://us02web.zoom.us/j/5332046823 ID: 533 204 6823
15.00-15.10	Technical break		
15.10-17.00	Site visit to professional internship venue, branches of departments (clinical sites, educational and clinical centers)	RSBHI "Children' Regional Hospital" RSBHI "Smolensk Regional Clinical Hospital" RSAHI "Smolensk Regional Clinical Dental Out-Patient Clinics" RSBHI "Out-Patient Clinics No. 3" PC "Smolensk Pharmacy", Pharmacy No. 10	Joining the Zoom meeting https://us02web.zoom.us/j/5332046823 ID: 533 204 6823
17.00-18.00	Meeting with graduates	Graduates (Appendix 8)	Joining the Zoom meeting https://us02web.zoom.us/j/5332046823 ID: 533 204 6823

18.00-19.00	Work of the EEP (discussion of estimated profile parameters, discussion of results and summarizing outcomes of the 2 nd day) (recorded)	<i>External experts of the IAAR</i>	Joining the Zoom meeting https://us02web.zoom.us/j/5332046823 ID: 533 204 6823 (for EEP only)
20.00-21.00	Dinner		
Day 3: November 18, 2021			
09.00-09.20	Work of the EEP (discussion of the organizational issues)	<i>External experts of the IAAR</i>	Joining the Zoom meeting https://us02web.zoom.us/j/5332046823 ID: 533 204 6823 (for EEP only)
09.20-09.30	Technical break		
09.30-11.15	Work of the EEP, preparation of recommendations	<i>External experts of the IAAR</i>	(Individual work of expert)
11.15-13.00	Work of the EEP, discussion of recommendations	<i>External experts of the IAAR</i>	Joining the Zoom meeting https://us02web.zoom.us/j/5332046823 ID: 533 204 6823 (for EEP only)
13.00-14.00	Lunch		
14.00-15.00	Work of the EEP, discussion of recommendations	<i>External experts of the IAAR</i>	Joining the Zoom meeting https://us02web.zoom.us/j/5332046823 ID: 533 204 6823 (for EEP only)
15.00-15.30	Preparation by the Chair of an oral preliminary review of the visit results	<i>External experts of the IAAR</i>	(Individual work of Chair)
15.00-16.00	Work of the EEP, discussion, decision-making by voting (recorded)	<i>External experts of the IAAR</i>	Joining the Zoom meeting https://us02web.zoom.us/j/5332046823 ID: 533 204 6823 (for EEP only)
16.00-16.10	Technical break		
16.10-17.20	Final EEP meeting with the management of the EO	SSMU management: <i>rector, vice principals, deans</i>	Joining the Zoom meeting
17.20-18.00	Work of the EEP, discussion of the results of the quality assessment	<i>External experts of the IAAR</i>	Joining the Zoom meeting https://us02web.zoom.us/j/5332046823 ID: 533 204 6823 (for EEP only)
19.00-20.00	Dinner		